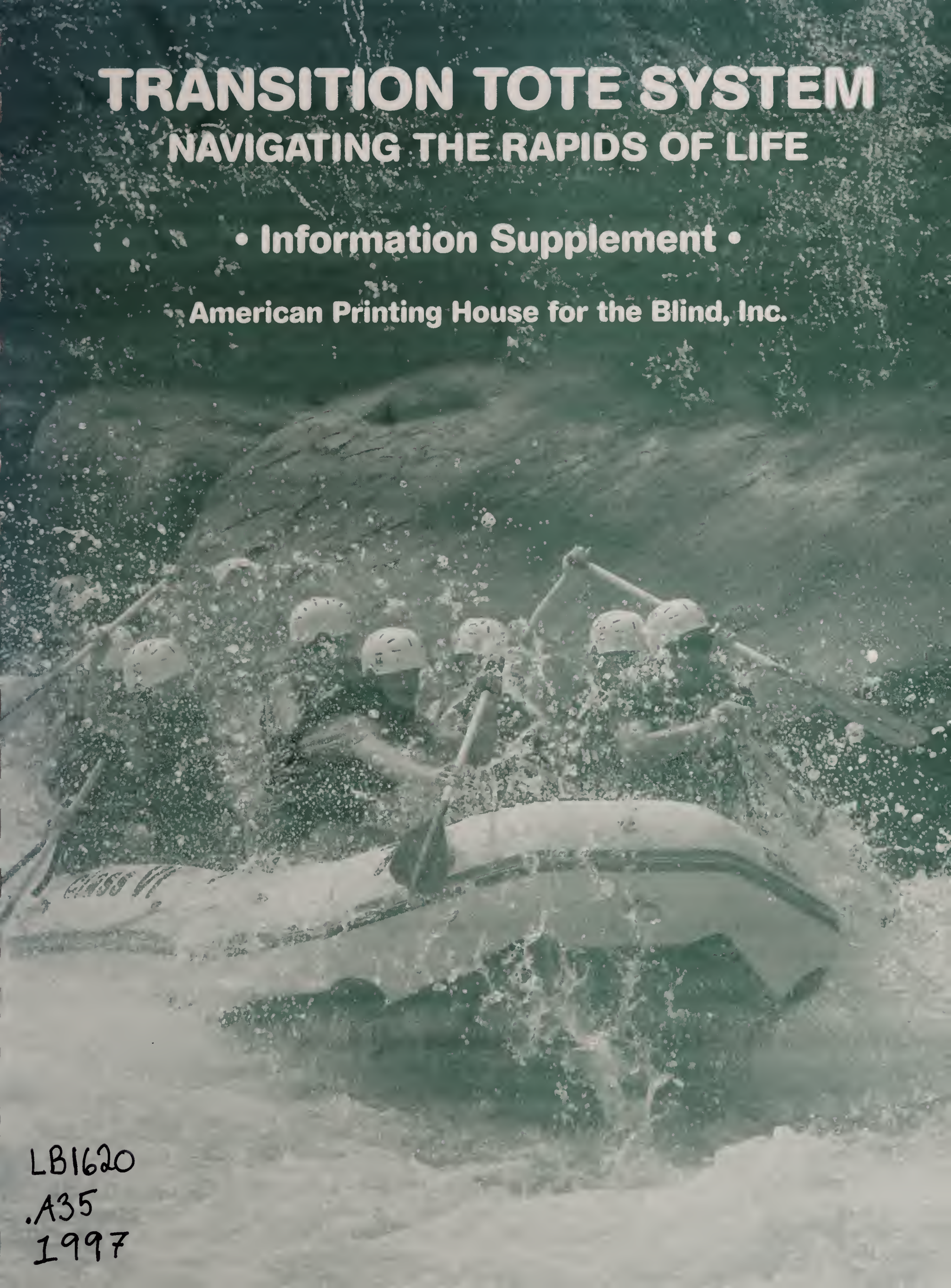
TRANSITION TOTE SYSTEM

NAVIGATING THE RAPIDS OF LIFE

• Information Supplement •

American Printing House for the Blind, Inc.



LB1620
.A35
1997

M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND

TRANSITION TOTE SYSTEM
Navigating the Rapids of Life

INFORMATION SUPPLEMENT

Published By

American Printing House for the Blind, Inc.
P.O. Box 6085
1839 Frankfort Avenue
Louisville, KY 40206-0085
Phone: 502-895-2405
Customer Service: 800-223-1839
Fax: 502-899-2274
E-mail: info@aph.org
Website: http://www.aph.org

Transition Tote System

Catalog numbers:

Student Kit (large print) 1-08200-00
Student Kit (cassette) 1-08201-00
Student Kit (braille) 1-08203-00
Information Supplement (print) 7-08200-00
Information Supplement (braille).....5-08200-00
Replacement Tote Case 1-08202-00

Copyright © 1997

If you have questions about the *Transition Tote System* or if there are any other ways in which we can be of help, please feel free to call or write either of the authors:

Dr. Karen Wolffe
Career Counseling and Consultation
P.O. Box 341
Manchaca, TX 78652-9998
Phone: 512-280-5792
Fax: same as phone
E-mail address: 75254.2250@compuserve.com

Debbie Johnson
American Printing House for the Blind, Inc.
Department of Educational and Technical Research
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
Phone: 502-895-2405, ext. 327
800-223-1839
Fax: 502-899-2274
E-mail address: djohnson@aph.org

Cover art courtesy of Class VI River Runners, Inc. and White Water Photography, Lansing, West Virginia

TABLE OF CONTENTS

ACKNOWLEDGMENTS v

GETTING STARTED (GS) 1 - 43

Unit Overview **1**
GS 1: Introduction **3**
Example: Tour of the *Tote Case* 17
GS 2: Organizational Skills **18**
Example: Personal Organization Plan 21
GS 3: Time Management **24**
Example: "To Do" List 27
GS 4: Problem Solving Skills **29**
Example: Initial Goal Setting 33
GS Tip Sheet: Ideas To Improve Organization 37
File Folder Ideas 39
Braille Labeling 40
GS SUM: Summary Checklist **42**

SELF-AWARENESS (SA) 45 - 72

Unit Overview **45**
SA 1: Personal Network **47**
Example: My Personal Network 51
SA 2: Interests **53**
Example: 10 Interests 55

SA 3: Skills **56**
Example: 10 Skills 58
SA 4: Values **59**
Example: 10 Values 61
SA 5: Work Personality **62**
Example: Work Personality Profile 65
SA 6: Portfolio Data Collection **66**
Example: My Employment Portfolio 69
SA SUM: Summary Checklist **70**

WORK EXPLORATION (WE) 73 - 130

Unit Overview **73**
WE 1: Research Tools **75**
Example: Jobs of Interest 83
WE 2: Document Research **84**
Example: Job Analysis 89
WE 3: People Research **93**
Example: Investigative Interview 96
WE 4: Job Site Observation **116**
Example: Work Observation 122
WE SUM: Summary Checklist **129**

JOB-SEEKING SKILLS (JS) 131 - 216

Unit Overview **131**

TRANSITION TOTE SYSTEM

Navigating the Rapids of Life

STUDENT MANUAL

Published By

American Printing House for the Blind, Inc.
P.O. Box 6085
1839 Frankfort Avenue
Louisville, KY 40206-0085
Phone: 502-895-2405
Customer Service: 800-223-1839
Fax: 502-899-2274
E-mail: info@aph.org
Website: http://www.aph.org

Transition Tote System

Catalog numbers:

Student Kit (large print)..... 1-08200-00
Student Kit (cassette)..... 1-08201-00
Student Kit (braille)..... 1-08203-00
Information Supplement (print)..... 7-08200-00
Information Supplement (braille)..... 5-08200-00
Replacement Tote Case..... 1-08202-00

All product names mentioned in this manual are under the trademark of their respective companies.
Copyright © 1997

If you have questions about this manual or if there are any other ways in which we can be of help, please feel free to call or write either of the authors:

Dr. Karen Wolffe
Career Counseling and Consultation
P.O. Box 341
Manchaca, TX 78652-9998
Phone: 512-280-5792
Fax: same as phone
E-mail address: 75254.2250@compuserve.com

Debbie Johnson, Research Associate
American Printing House for the Blind, Inc.
Department of Educational and Technical Research
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
Phone: 502-895-2405, ext. 327
800-223-1839
Fax: 502-899-2274
E-mail address: djohnson@aph.org

Cover art courtesy of Class VI River Runners, Inc. and White Water Photography, Lansing, West Virginia

TABLE OF CONTENTS

OVERVIEW: *TRANSITION TOTE SYSTEM* 1

STUDENT LEARNING STYLES 3

STUDENT LEVELS OF COGNITIVE FUNCTIONING 5

GETTING STARTED 7

SELF-AWARENESS 17

WORK EXPLORATION 36

JOB-SEEKING SKILLS 49

JOB-KEEPING SKILLS 88

PERSONAL FUTURES PLANNING 100

RESOURCES 105

FORMS 125

STUDENT MANUAL 144

OVERVIEW
TRANSITION TOTE SYSTEM

The *Transition Tote System* is a tool designed to prepare high school students who are blind or visually impaired for the world of work. To accomplish this, students are given information in the lessons and encouraged to engage in hands-on experiences related to each. While the lessons are written to the student as audience, most students will require support from people with whom they are in relationship personally or professionally, referred to as facilitators. Thus, a facilitator might be a parent, friend, teacher, advocate, or counselor: anyone who is willing to make a commitment to assist the student in becoming a contributing, self-actualized adult.

The system includes:

Tote Case. A soft-sided organizer that students can use to keep track of materials during their school years, during job searches, and beyond.

Student Manual. A workbook and guide comprised of 30 lessons divided among five units: Getting Started, Self-Awareness, Work Exploration, Job-Seeking Skills, and Job-Keeping Skills. Each lesson gives information on a topic, an assignment, and an example of how a visually impaired student might complete the assignment. A 3.5" IBM disk that holds *Student Manual* forms and checklists accompanies the document.

Information Supplement. A manual that offers facilitators (teachers, parents, or significant others) adaptations for each lesson, to use when working with students who require additional support (see Student Levels of Cognitive Functioning, page 5). Even when working with the most independent students, the supplement can be a useful resource for forms (see page 125) and lesson ideas. The *Student Manual* is duplicated at

the back of the *Information Supplement* for easy reference to the text of the lessons. The contents of the *Information Supplement* are also available on a 3.5" IBM diskette. Contact the American Printing House for the Blind for purchase information, should this medium be useful to you or other facilitators.

The presentation of the information can be modified to suit the characteristics of students: a small percentage may be able to read the lesson independently, complete the assignment, and turn it in to a facilitator for review and feedback. Most, however, will need to have the learning environment and materials structured for them by a facilitator. The *Information Supplement* offers suggestions on how to present lessons to students who need significant facilitator support.

The lessons are flexible. They can be used one-on-one with individual students or in student groups. While they were developed specifically for blind and visually impaired students, they can also be used with an integrated group of diverse students. Facilitators can determine the pace of presentation, such as working for twenty minutes two or three times a week or holding a longer session once a week. The material can be used in its entirety or topical segments can be pulled out to use, for example, in job club groups, training week-ends, or short courses.

The contributions made by a facilitator can be instrumental in a student's success. Preparing to find meaningful, satisfying work requires a great deal of information and experience. Authentically supporting the student with a visual disability in developing these skills is the role of the facilitator. This means giving honest feedback, providing the student the opportunity to experience a variety of work and social environments, and offering coaching in how to handle the types of questions and situations that inevitably occur as the student who is blind or visually impaired encounters the world of work.

STUDENT LEARNING STYLES

- **Auditory** These students learn better when information is spoken. They do well with a lecture or discussion format. They tend to remember things heard on tape, over the radio--through any auditory medium. It can be helpful for auditory learners to repeat information verbally, which gives them an additional exposure to it.

- **Kinesthetic** This student learns best when the learning involves movement. Kinesthetic learners often like sports, dancing, and being physically active. Allow for some degree of freedom of movement in the learning environment as part of the presentation of information.

- **Tactile** Tactile learners receive information best through their sense of touch. "Hands on," experiential learning situations serve them well.

- **Visual** People who most easily understand and remember information when it is presented in print form and visual displays (e.g., graphs, diagrams, and pictures) are visual learners.

- **Individual** This person does best in learning situations where students work alone, without a high degree of interaction with others.

- **Group** These learners work well in collaboration with others. They can stay on task and learn while participating in sharing interchanges.

- **Oral expressive** Some students understand and retain information best if they can talk about it. An oral examination format is preferable with this type of learner, giving them the opportunity to respond verbally in order to demonstrate their grasp of the material.

- **Written expressive** These students like to write down information. It is easier for them to organize their thoughts in writing rather than verbally. A test situation that uses a written medium permits these students to optimally demonstrate their knowledge.

These learning style categories are not mutually exclusive: several may apply to any one individual. Observing your students and asking others for their input--student, family members, teachers, employers, and others--can assist you in identifying the best way to customize the learning environment for each student.

STUDENT LEVELS OF COGNITIVE FUNCTIONING

- **Informational** At this level, students are good readers and observers. They can be given involved verbal directions and be expected to follow through. These students cope fairly well with the traditional content approach to teaching. The teacher can lecture or lead discussions in topical areas and students are capable of applying what they have heard and seen. Students learn by trying out new concepts in the environment and modifying them to suit their needs. Minimal assistance is needed.

- **Instructional** At this level, students are average performers. They can read and learn through observation, but demonstration is helpful. They can follow directions but prefer to be shown and told how to perform. These students respond best to process teaching in which the information is functionally demonstrated, step-by-step. Thus, the teacher presents content and also demonstrates to students how to perform, instead of assuming they will be able to apply what has been talked about or read outside the classroom. With practice and training, it is anticipated that the majority of these students will live independently and work competitively. An average amount of help and ongoing support is needed by these students.

- **Advocacy** At this level, students function significantly below average in most areas of academics and daily living skills. These students require intensive instruction, frequently on a one-to-one basis. Combinations of teaching methods will be necessary to get concepts across to students. Instructions may need to be spoken, and active instruction may be most effective. Since learning will not readily transfer from one setting to another, it is desirable to teach skills in the specific environment in which they will be used.

Process learning is a must, with learning tasks broken down into small steps. Many students at this level will be able to live and work in the community with supports such as attendant care, supervised living arrangements, and job coaches. Extensive support is required, perhaps for life.

UNIT OVERVIEW
GETTING STARTED

In preparing for the work that will be done throughout the *Tote Student Manual*, it is important that the student understand the *Transition Tote* program and establish an organizational structure to use as he or she works through the lessons. Of course, some students will need greater facilitation in this area than others, but it is important to have student competence as the goal. The lessons in this unit, Getting Started, can be used by the facilitator as an assessment of the students' ability to comprehend and work within a system of organization, and of the degree to which the student can learn to function independently. Many students have had limited experience organizing their materials. By taking time to present and practice techniques of organization such as filing systems, the *Tote Case,* and "To Do" lists, the student can develop organizational skills to apply in a variety of life domains, not just in their activities related to transition. Establishing an understanding of the *Tote System* and developing an organizational infrastructure are the purposes of the Getting Started unit.

It is suggested that a facilitator work with all students initially, providing the oversight and support necessary to get them off to a good start. Once the facilitator has monitored the student's efforts over the course of a few lessons, the level of ongoing support required will be evident. As mentioned above, some students may be able to move through the lessons fairly independently, but most will need instruction. The adaptations suggested for each lesson can help structure ongoing facilitator assistance for those students who require it.

Informational level students may not require any overt intervention at all--a facilitator may even seem superfluous. However, if an informational level student does need assistance, the facilitator should follow suggestions provided for instructional level students

with the understanding that informational level students will likely need less guidance and demonstration than instructional level students. Informational level students may well be able to use the *Tote System* materials unassisted. However, caregivers and interested adults in their lives will want to provide positive feedback about their efforts in order to encourage them to use the materials and take advantage of the many opportunities that are presented in the *Student Manual*. If students are not taking advantage of the learning opportunities presented in the *Student Manual*, a facilitator will want to probe to discern whether the lack of involvement is because of a problem with understanding or a lack of motivation--in either case, the facilitator must determine through empathetic confrontation what the student needs in terms of external intervention from the facilitator. The facilitator can then take the student through the steps in the problem solving model (see GS 4: Problem Solving) to determine what needs to be accomplished.

LESSON OBJECTIVES

- Become familiar with purpose of *Transition Tote System*
- Become familiar with components of the *Transition Tote System*
- Consider uses for *Tote Case* features
- Consider various filing systems for assignments
- Determine additional candidates for facilitator role

ADAPTATIONS

Instructional The facilitator will want to explore the *Tote Case* with the instructional level student. The facilitator may want to demonstrate the case's uses. For example, show a student how easily a calculator or APH SlateHolder would affix to the Velcro strip inside the case and review features of the APH calendar, such as the holidays and the demarcation of the phases of the moon listed at the back in braille. Show how the center section will accommodate a laptop computer or a four-track tape player, demonstrate how a cane or umbrella will slide into the sleeve provided, describe or demonstrate how the clips for the flap operate, discuss uses for the outside pockets, and so forth. Be sure that the student can manipulate materials and locate all the features of the case. Ask the student to show the facilitator and/or other interested parties what he or she will put where. With instructional level students, the facilitator will want to observe to see whether students are using the case's features on a routine basis. If so, give the student positive feedback and encourage ongoing participation. If not, analyze with the student what features

are confusing or forgotten and re-orient the student to them. It is only through the student's demonstrated competence that the facilitator knows that the student understands the importance of the case and can apply what he or she is learning in the *Student Manual* lessons.

Advocacy The facilitator will need to review the *Student Manual* and study the features of the *Tote Case*, its organization, and how the various features might be used. Next, determine the most effective method of presenting the *Tote Case* to the student, taking into consideration the student's functioning level, preferred learning style(s), and personality. Introduce component parts of the *Tote Case* in an order and at a pace that allows the student to assimilate, understand, and master the application of one feature before moving on to the next. If the student cannot open the case independently, this will be an early objective. There needs to be something inside the case that serves as the reason the student is learning to open it--perhaps an item that the student uses regularly or something attached to the Velcro on the flap. If the student is not capable of opening the case independently, the student might keep a regularly used item in an outer pocket of the *Tote Case*, retrieving it independently. As the student becomes more competent with the *Tote Case*, consider ways/reasons to explore and utilize features such as the clipboard, a folder, and the calendar: whatever items are stocked in the individual's *Tote Case*. No matter how it is used, it is important that *Tote Case* exploration be tied to functional, concrete activities and events in the student's program in order to help the student make connections between form and function. The facilitator will need to decide upon the type of filing system to use, taking into consideration the student's capabilities and habits. Some advocacy level students will be able to master most aspects of their *Tote Case*, while others may need ongoing support.

LESSON OBJECTIVES

- Understand need for a system of organization
- Understand need to consistently use system
- Understand characteristics by which it is possible to organize (e.g., color, size, texture)
- Determine student-specific *Tote Case* contents
- Decide upon system for filing assignments

ADAPTATIONS

Instructional For instructional level students, the facilitator will want to have examples of various sets of file folders (e.g., bold and pastel colors, paper and vinyl, manila single cut and tri-cut, see-through, and so forth) to demonstrate the range of choices and their ease of use. The facilitator needs to be prepared to discuss the filing system he or she personally uses, as well as systems commonly used by others, such as: alphabetical filing; numeric filing, alpha-numeric filing, filing by dates or subject, and filing by color. The facilitator will want to consider bringing an array of labeling materials (e.g., labeling tape, plastic labeling sheets, pre-formed cassette/disk labels, locator dots, markers) for the student to peruse. Ask students what systems they currently use, and show examples of files, folders (standard, as well as pocket and expanding folders in both paper and vinyl), boxes, file drawers, rolodexes, recipe boxes, and other organizing tools.

Advocacy If the student has a system for marking materials, such as a specific symbol or texture he or she associates with possessions, attach the same designator to the *Tote Case*. Work on identifying the *Tote Case* as the student's property and responsibility. Be sure the student knows where it is kept. The facilitator will need to select a filing system for the student: check with other sources--parents, teachers, program information--for knowledge of systems that have been used effectively. Try to carry over whatever techniques/systems are currently being used with the student into this organizational system. For example, if the student is using a calendar box, consider putting a thermoformed sheet with the same symbols or other representational object in the *Tote Case* calendar slot. A simplified folder system in which there are two folders, "To Home," and "To School," can help students begin to grasp concepts of communication, responsibility, and organization. Oftentimes, a notebook system for information may already be set up for communication between school and home. If so, consider placing the notebook into the appropriate folder and using the *Tote Case* to transport it, even if parents assist in moving the notebook from one folder to the other. If no system exists, begin some type of basic communication between home and school, even if it is just a photocopied note in which daily performance is indicated by a check mark. Use the *Tote Case* to transport the note back and forth. It is recommended that completed assignments, such as the personal data sheet (see JS 3: Personal Data Sheet), be placed into the *Tote System* and also be duplicated in the facilitator's filing system. Key paperwork pieces, such as the personal data sheet or sample applications, can be copied and sent home for parent or caregiver use. For the most part, the facilitator (or another designated person) will be primarily responsible for the organization, filing, and maintaining of assignments produced through the *Tote System*.

LESSON OBJECTIVES

- Identify primary daily activities of student
- Establish a daily "To Do" list
- Determine a system of incorporating "To Do" list into daily routine, using *Tote Case*

ADAPTATIONS

Instructional It is helpful for the facilitator to share his or her own personal "To Do" list as a model. Then, introduce the lesson to the students, guiding them in constructing their own lists. Have them share each morning or at a specified time what they have accomplished and what is on their "To Do" lists for the next day. Insist the list be brailled or printed unless the student is unable to do either because of medical or cognitive impairment. If it is necessary, the list can be tape recorded. Ask students to read their lists aloud. If students are reticent to produce "To Do" lists of their own, encourage them to write out a daily list with assistance from a facilitator who, in this case, could be a peer.

Advocacy The "To Do" list is produced by the facilitator in collaboration with the student. It is written in simple, clear language with only a limited number of items listed. For example, a list could include: "1. Bring *Tote Case* back to school; 2. Bring change of clothing for field trip." The next day, the facilitator (or other) would review the list with the student and check off those items that were accomplished. If the student is cognitively unable to work in this way,

the facilitator can work directly with the parent or caregiver on the "To Do" list, where the parent checks off items as they are accomplished and the student serves as the go-between. By establishing this system, it is hoped that the student will begin to get the idea that there is method in how people get things done.

Another suggestions is to use a calendar box in conjunction with the "To Do" list by placing a small bit of paper or another symbol in the first section to indicate reviewing the list in the morning, and moving it to the last section as a reminder for the student to take his or her new list home in the afternoon, using the *Tote Case* to transport it.

LESSON OBJECTIVES

- Understand how to analyze a problem
- Understand steps in problem resolution
- Develop an action plan
- Know how to gain support from others for the plan
- Know how to monitor efforts toward accomplishing goals

ADAPTATIONS

Instructional Share a personal problem and analyze it with the students. Pick something that is not related to a personality goal, but rather something like an achievement goal. Have it written out and/or brailled to give students. Ask students to select a problem to discuss and then have them write it out. With instructional level students, the facilitator may have to work through the chosen problem with students, guiding them through the problem solving steps detailed in the lesson. Brainstorming sessions can be held as a class group. Encourage students to keep a journal to demonstrate their progress once they have set a goal and developed a written action plan. The facilitator will want to note specific checkpoints on his or her calendar at which to assess students' progress.

Advocacy While problem solving involves relatively high level cognitive processes, it is a valuable tool to use on *behalf* of the advocacy level student. In researching the contributing factors of the identified problem, the facilitator can use observation and information from parents, professionals, and records to form a complete profile of

the problem. For example, if a student consistently cries when entering the cafeteria, the facilitator must determine if there is something in the environment that the student finds disturbing, such as the noise level, activity level, or an association with a similar environment. Consulting with those who have had or currently have interactions with the student may give additional clues. After determining the answers to the questions regarding contributing factors, the facilitator can develop an action plan and enlists the help of others in implementing and monitoring it. Consider sharing this problem solving technique with the student's parents and caregivers in order to encourage a consistent approach to communicating about and remedying problems.

UNIT OVERVIEW
SELF-AWARENESS

It is valuable for individuals to be knowledgeable about personal characteristics such as appearance, behavior, values, interests, and preferred ways of relating to others. To the extent that people are self-aware (i.e., can identify these personal characteristics), the decisions and choices they make tend to be satisfying. This is true in all domains, including daily living, recreation, financial, medical, community involvement, and the specific focus of this program, work.

For someone with severely limited vision, a great deal of the information that contributes to self-awareness is absent. For example, it is difficult or impossible to get visual feedback about one's appearance and the appearance of others. Because of this, blind and visually impaired students frequently have no "norm" against which to compare themselves. In addition, their ideas about the norm can be so skewed by misinformation that they don't know if they are close to or are far away from average. Appearances are important in the world of work, and students must be educated as to the norms and given accurate feedback on how they rate in reference to the norms. In order to have the opportunity to make informed choices, blind and visually impaired students need accurate information provided by others--both information about what the range of possibilities are for appearance in various situations, and honest feedback about their personal appearance.

In an attempt to be kind and supportive, many people do not give honest feedback. None-the-less, it is truly more helpful in the long run to be direct in a constructive way, rather than saying what may make the student feel better at the time. This point may need to be emphasized to those who regularly interact with the student in various environments.

Another, related issue is that of "learned helplessness." With the best of intentions, people often intervene with students who are visually impaired or blind, doing things for them that it would be better for students to learn to do themselves. It is important to remember that there is great value for students in being taught how to take responsibility for completing tasks and for problem-solving ways to overcome obstacles. For example, if a classroom teacher always finds assignments from the student's desk rather than expecting the student to locate and submit them independently, the student does not learn how to organize his or her materials. Nor does that student have the opportunity to learn responsibility or have the experience of the same teacher as does the rest of the class. It may take longer to teach students how to do things for themselves, but helping students develop ways to act independently (or to solicit help when appropriate) will encourage self-confident participation in the world.

Without vision, experience of the world can be restricted, often limiting the student's participation in life activities that help develop and express interests, skills, and values--important foundations for career planning. For example, because a visually impaired student does not see a parent working in a home workshop, he or she may not be prompted to ask permission to pound a nail or saw a board. Without this exposure, the young person may miss the opportunity to gain an appreciation for fine craftsmanship or to uncover a skill or interest in woodworking. Multiply this times the many instances in which observation prompts involvement, and it is easy to understand how a visually impaired young person's world is often constricted. As you facilitate students' work in this unit, encourage them to ask people in their network about *their* interests, skills, and values. If possible, expose students to a number of activities: visit a local park and identify trees or flowers, go bowling, attend a concert, and then discuss what students liked and disliked about each experience. Help students begin to develop self-awareness as a result of their experiences, such as being someone who enjoys the outdoors, prefers physical activity over being sedentary, or has talent in the arts.

SA 1
MY PERSONAL NETWORK
Student Manual reference: 47 - 52

LESSON OBJECTIVES

Understand that:

- relationships can be categorized based upon certain defining features
- everyone has a personal network; it can be diagrammed and checked for gaps
- personal networks contribute to an individual's quality of life

- Complete "My Personal Network" assignment

ADAPTATIONS

Instructional Discuss the meaning of "interdependence," "independence," and "dependence" with the students, pointing out the consequences of these choices in terms of how a person is perceived, both by themselves and by others. Examples are helpful: share experiences during which you, the facilitator, were dependent, independent, and interdependent. Examples of other people's personal networks--other facilitators, teachers, parents, friends--are also very helpful. Point out to the student that the number of people in each ring typically (not always) grows larger as you move out from the center of the circle: they are alone in the center, have a few loved ones in the next circle, more in the friends circle, many in the acquaintances ring, and so forth. If the student has vision, use the chalk or marker board to fill in first the facilitator's, then the student's personal network circles. For students without vision, create a raised line graphic of the

circles to demonstrate the concept, and have students list the people who fit into their circles on a separate, labeled sheet of paper.

Advocacy A facilitator will have primary responsibility for constructing the personal network, consulting with the student and significant others in the student's life to fill in the circles. Instead of five categories, consider limiting them to three: "Me," "Family," and "Friends." Keep the number of people in each category to a minimum, identifying only those who are truly significant--not, for example, every classmate. Because you will need to consult with network people to gain additional information in subsequent units, construct a contact list for your professional use. For a student with useable vision, add pictures of network people. For a student with no vision, find out how the student identifies those who are significant, and use that system to represent them. For instance, if a student uses primarily an auditory recognition system, make a tape in which speakers identify themselves and their network category: "Hi! This is Grandma Rose. I'm a member of your family. You come to my house for Thanksgiving." Or, "This is Paul. I'm a friend. We eat lunch together at school." Remember to put the student's voice on the tape, if possible: "This is Mary. I am sixteen years old. I go to Ridgeway High School." Review the tape with the intention of helping the student define who he or she is relative to significant others. A texture, scent, or symbol might also be used to represent people to the student.

SA 2
INTERESTS
Student Manual reference: 53 - 55

LESSON OBJECTIVES

- Understand characteristics of interests: definition, domains, examples, evolution of, subjective nature of, etc.
- Complete "10 Interests" assignment

ADAPTATIONS

Instructional For instructional level students, it is important to spend some time--ideally, in a group setting--discussing the topic of interests. Often our interests form a foundation for the development of skills and factor heavily into successful career choices. Help students understand the characteristics of interests: interests are the things we *like* to do, have fun doing, things we do regardless of other people's encouragement, do without pay, and do because we want to do them. Interests are personal and a matter of choice. Emphasize these points within the group, and have students generate a list of their own interests which the facilitator can capture on the chalkboard. Use the Interest Word List that follows to stimulate discussion. Remember, of course, to review what you have written on the board for students whose vision is too severely impaired to see it.

Many young people who are disabled have not fully developed a work personality. This typically evolves through a young child's fantasy-pretend play, role model observation, and adult expectations as to the child's ability to assume a wide variety of roles. It may be important to remediate this deficit by using lots of examples of people and their interests, highlighting what it is about the interest that has appeal and encouraging the students to "try on" various interests.

Consider generating and categorizing ideas based upon defining features, such as "things you do with your body (physical) and things you do that use your brain (intellectual)," or "things you do with others (social) and things you do alone (solitary)." At some point, it will be important to note that some group members' interests may not be perceived as fun things to do by other people within the group--make the point that it is important to respect differences. For example, one student may love to garden, while another student may consider it to be work or a chore. One student may love to cook, while cooking may be the last activity another student would choose. Identify how interests change over time, giving examples of factors that influence those changes, such as age, income, experience, and location. Pointing out the differences among people empowers students by giving them the perspective that diverse interest choices are valid because they reflect the uniqueness of each person. As part of the assignment, consider having students bring in pictures or items that represent their interests to share with the group.

Advocacy By observing the student and getting input from the student and others, the facilitator can collect information regarding interests. What are the activities that really excite the student? What situations or events make him or her happy? These are interests, whether they fit the typical profile or not. Let's say that a student really *likes* taking things apart--this is an interest. In contrast, if the student is really *good* at taking things apart, it's a skill. By their very nature, interests are rewarding. They can be used to encourage desired behavior and, in conjunction with a knowledge of a student's skills and values, to identify activity or work options. For the advocacy level student, consider describing interests in a way that has meaning for the student. Here are some suggestions: 1. Make an "interest box," with items or symbols representing things the student enjoys; 2. Record excerpts of actual events, such as hymn singing if the student likes church, part of a broadcast of a sporting event if the student enjoys sports, or the sound of splashing if the student likes swimming;

3. For a student with vision, use pictures of the student actively pursuing interests. Try to structure a time each day in which to focus on interest development. Find ways to represent these interests, and help the student attain greater self-awareness by reflecting the interests clearly in individual and group settings.

INTEREST WORD LIST

exercising	dancing	reading	playing video games	watching TV
hobbies	attending plays	drama/acting	gardening	painting
religious activities	community involvement	skating	sculpting	playing instrument
listening to radio	talking on phone	puzzles	shopping	sewing
volunteer work	organized sports	computer	traveling	swimming
cooking	public speaking	singing	writing	woodworking
hiking	pets	boating	bowling	crafts
politics	bird watching	science	children	fishing
history	math	literature	foreign languages	other cultures
organizing	implementing	assisting	leading	researching

SA 3
SKILLS
Student Manual reference: 56 - 58

LESSON OBJECTIVES

- Understand characteristics of skills: definition, how to identify, examples, etc.
- Complete "10 Skills" assignment

ADAPTATIONS

Instructional It is important to dovetail the discussion of skills with the discussion of interests (SA 2). Inform students that some of their interests are likely to be things at which they are skilled. Point out other words that are used to refer to skills, such as: abilities, things they are good at, and talents. Have students use their interest lists as one source from which to generate a list of their skills. Refer back to the previous lesson, "Interests," and use some of the same strategies to help students understand skills. Skills will also include things that they have learned to do in school, such as mathematical or reading abilities, typing, and using a computer. Use the Skill Word List that follows to promote students' thinking about what skills they possess and how they demonstrate them. Point out skills that demonstrate cases in which the student may not so much *enjoy* the activity as simply be *good* at it, illustrating that skills and interests do not always coincide: a student may be *good* at washing dishes, but have little *interest* in doing it! Help students begin to think longitudinally: How might these interests and skills find expression, now and in the future? What life paths might be possible, given these skills and interests as a starting place? If students are unable to generate adequate listings of skills, encourage them to ask significant

others what they consider the student's best skills to be. For example, a student might ask a parent, "What do you consider to be my best skills around the house?"

Advocacy As with interests, identification of skills for the advocacy level student will largely be a matter of observation and collateral information collected from significant others. Use the personal network people you identified in SA 1 to assist you in collecting information. The skills of advocacy level students may be fairly rudimentary, but are none-the-less important to identify for several reasons: 1. By giving the student feedback regarding his or her skills, you promote the student's identity, self-esteem, and sense of purpose. 2. Identifying current skills provides a baseline for setting and measuring additional skill goals. 3. Skill identification can provide information useful to life and career planning.

It is important to establish an understanding on the part of the student of his or her skills. The documentation ideas described in the previous lesson--tape recordings, pictures, and symbols--can be used to represent skills as well as interests. The facilitator may want to videotape or photograph an advocacy level student demonstrating his or her skills for future use in job training and placement.

SKILLS WORD LIST

DATA		PEOPLE		THINGS	
analyzing	investigating	advising	instructing	adjusting	guiding
calculating	managing money	caring for	leading	assembling	handling
classifying	observing	confronting	listening	building	loading
computing	organizing	consulting	managing	carrying	monitoring
copying	presenting	coordinating	mentoring	finishing	moving
creating	recording	counseling	motivating	cutting	packaging
developing ideas	reporting	directing	negotiating	demonstrating	preparing
evaluating	researching	entertaining	persuading	disassembling	repairing
interpreting	sorting	informing	treating	driving/operating	setting up
filing	writing	helping	speaking	emptying	stacking

SA 4
VALUES
Student Manual reference: 59 - 61

LESSON OBJECTIVES

- Understand characteristics of values: definition, how to identify, examples, etc.
- Complete "10 Values" assignment

ADAPTATIONS

Instructional "Values" can be a difficult concept to grasp. In light of this, begin with concrete examples that illustrate characteristics of values. Facilitators can use examples from their own lives, first taking time to think about their specific values and how they are demonstrated in day-to-day life: in class, in the family, in the community. This will help students get the idea that values can be deduced from behavior. Use the Values Word List that follows to give students a way to begin thinking of values that they or others may have. Offer several concrete values scenarios after establishing that values are indicated by what people say and, most importantly, by what people do. For example, some people say that they really like others, but you notice that they rarely interact with anyone else, such as during lunch or other non-class times. This points out the discrepancy between what people say they value and what their behavior indicates that they value. In the example, the value of companionship is stated, but the value of being solitary is indicated behaviorally. When what a person says he or she values differs from the behavior exhibited, it is important to explore which value the person truly wishes to adopt--the stated one or the one being acted upon--and alter either the statement of value or the behavior to bring

them into alignment. It is also important to discuss the fact that people typically learn their values at home, and so the things that are important to parents, grandparents, and extended family members provide clues as to what values might be embraced. This is not to assume, however, that values do not change: while our core values do, in fact, come from our families, values are modified and new ones established through our contacts, our experiences, and our maturation over time. Emphasize that values are unique to every individual; that, while there is no right or wrong to values, others may tease or criticize if an individual's values are different from those of other people. Young people need to be made aware that there are consequences to their behavior, and when values are expressed through behavior that is different from another's mode of expression, a person must be prepared to communicate their intention to others. For example, if a person comes from a culture where direct eye contact between people of differing social status is a sign of disrespect--for example, student to teacher or child to parent--they will avoid eye contact in the very situations where western society *encourages* eye contact, such as in class or in a job interview! In our society, downcast eyes may be taken to mean that the person is not telling the truth or not attending to the person in authority. For students who are blind or visually impaired, many of these situations will require careful explanation by the facilitator regarding what is happening and how to respond appropriately.

Advocacy It is important to realize that all people have values. Values are demonstrated through people's behavior. They relate to each individual's identity. For example, an advocacy level student may value independence and demonstrate that value by wanting to pick out clothes to wear to school or by an insistence upon tying his or her own shoes, even if it is laborious and time-consuming. It is unlikely that an advocacy level student could independently articulate the value he or she places upon independence--it is exhibited on a

different, more subtle level of behavioral functioning. By making the advocacy level student's values and preferences explicit, you can more accurately represent the student to others, choose appropriate and coordinated activity and work assignments, and, perhaps most importantly, consistently reflect the personhood of the student to him or herself in your interactions. Consider the examples of values on the Value Word List that follows, and translate them into behavior that might be demonstrated by the advocacy level student. When completing the assignment, try to represent the student's values in a medium (or combination of media) that will have the greatest meaning to the student: auditory, olfactory, tactual, and/or visual. Review these expressions of values regularly with students to encourage self-awareness.

VALUES WORD LIST

freedom	frugality	caretaking	integrity	mobility
creativity	leadership	cheerfulness	security	friendship
family life	athletics	morality	respect	independence
honesty	strength	craftsmanship	generosity	regard
happiness	responsibility	adventure	kindness	fame
learning	beauty	wisdom	flexibility	affection
openness	cleanliness	wealth	routines	privacy
aesthetics	recognition	solitude	education	fortune
joy	self-direction	religion	serenity	nature
orderliness	helpfulness	interdependence	health	spirituality

SA 5
WORK PERSONALITY
Student Manual reference: 62 - 65

LESSON OBJECTIVES

- Understand John Holland's 6 categories of personality
- Perform Richard Bolles' Party Exercise
- Complete "Work Personality Profile" assignment

ADAPTATIONS

Instructional In this lesson, students will use the Holland Hexagram as a referent for the discussion of personality types. Construct either a bold line or raised line drawing of a hexagram with labels in the appropriate spots representing the different personality types. A sketch is included in the corresponding *Student Manual* lesson. Using this graphical representation as a hand-out, conduct a group discussion of the various personality types and how they relate to career choices. As the group discusses the party exercise, consider generating examples of each personality type as exhibited by celebrities known to the students--television personalities/characters, movie stars, sports figures, politicians, or literary figures, for example. After students demonstrate a working knowledge of personality types, help them relate various characteristics of personality types to themselves. It may be helpful for students to review their interests, skills, and values listings to note the kinds of descriptors they selected and how they correlate with the descriptions of various personality types.

Advocacy The three letter Holland code provides a valuable indicator of the types of work the student might find rewarding. With

the advocacy level student, the facilitator must assess which codes best fit the student through observation, review of program data, and information provided by the student and those in his or her personal network. While the student will not necessarily perform the party exercise, the facilitator can perform the exercise on behalf of the student, placing the student in the respective groups. The behavioral indicators of each category--Realistic, Investigative, Artistic, Social, Enterprising, and Conventional--will be different for advocacy level students than for instructional or informational level students, but can none-the-less be identified. For example, an advocacy level student who does not function well when things are changed or unsettled fits the "Conventional" category in which structure and order are preferred. If the student likes to work with his or her hands, this would place them into the "Realistic" category. Even if you are able to establish only one or two code letters for a student, it will help generate career possibilities through the use of the suggestions listed in WE 1 and the *Dictionary of Holland Occupational Codes*.

SA 6
PORTFOLIO DATA COLLECTION
Student Manual reference: 66 - 69

LESSON OBJECTIVES

- Can discriminate between an employment portfolio and other types of portfolios
- Can identify types of information and items that go into an employment portfolio
- Complete "My Employment Portfolio" assignment

ADAPTATIONS

Instructional The concept of "employment portfolio" can be made more meaningful to the student if the facilitator demonstrates it, using sample collections. Create variety among the sample portfolios: perhaps one very heavily skewed toward someone with athletic abilities, one for an individual with performing arts abilities, and one that reflects someone with high academic skills. Add as many examples as possible of the suggestions that are listed (bulleted) within this lesson: letters, awards, attendance records, and so forth. Encourage students to examine each sample portfolio and discuss their impressions of these imaginary people based on the portfolio contents. Extend the discussion by encouraging the students to brainstorm jobs that might fit the profile they've developed of each individual from the sample portfolios.

Students may need periodic reminders from facilitators of the kinds of things to include in their portfolios. For example, at the end of a school year, students may need to be reminded to put the report card notations of achievements into their portfolio, as well as

examples of exemplary work: school papers, projects, and photos, to name a few.

Advocacy In collecting information for the portfolio, it is important for the facilitator to consider what attributes to emphasize to a prospective employer. Is the student able to follow a predictable routine once it is learned? Is the student extremely reliable, as evidenced by coming to school every day? Refer to lesson JK 1: Work Habits, JK 2: Personnel Evaluations, and the Work Habit Word list on page 92 for ideas. Enlist the help of others to collect data that reflect the student's positive qualities. If specific attributes can be demonstrated across time (e.g., school years) and situations (e.g., home, school, community), so much the better. Choose the keeper of the portfolio information carefully: Is it someone who will keep track of the information throughout the high school years, and from whom it can be obtained as needed? Document the student performing in a variety of settings, using both videotape and still photographs.

UNIT OVERVIEW
WORK EXPLORATION

It is important to explore the many and varied characteristics of jobs. From early childhood, a person's ideas about the world of work grow out of day-to-day experiences. By observing and interacting with the world around them, children learn a lot about work tasks (e.g., repairing, selling, transporting) and job characteristics (e.g., physically demanding, working with the public, requiring specialized knowledge). Over time, people learn more about what types of work appeal to them personally.

Without vision, it is difficult to learn about jobs incidentally. For example, young children who do not see well may not observe the construction worker and site foreman, the grocery cashier and stocker, or the professional athlete and her trainer in action. Students with impaired vision often do not pick up the subtle and not-so-subtle ethics of work, such as quality of performance, work schedules, or work routines. Therefore, students who are blind or visually impaired must have learning experiences structured to provide them with information about the world of work, generally, and about specific opportunities within the labor market. Students need the opportunity to accomplish a number of things, including:

- Discovering what jobs are available and what workers do in those jobs.
- Reading about jobs in different interest areas in alternative formats: braille, audio tapes, and large type books.
- Interviewing people doing the kinds of jobs in which they may have an interest, particularly if their job is being performed by someone who is blind or visually impaired.
- Visiting job sites and analyzing job duties with the assistance of someone who actually does the job, if possible.

- "Job shadowing," where they spend an extended period of time observing a worker doing a job in which the student is interested.
- Participating in volunteer activities, part-time work activities, and summer employment.

As a facilitator for the student, the more community-based, real world experiences you can arrange, the better. There is no substitute, and the students stand to gain both job information and social skills as they interact with people within community settings.

WE 1
RESEARCH TOOLS
Student Manual reference: 75 - 83

LESSON OBJECTIVES

- Understand the organization and purpose *of The Dictionary of Occupational Titles* (DOT), *The Guide for Occupational Exploration* (GOE), and *The Occupational Outlook Handbook* (OOH)
- Understand the 6 Holland code categories and give examples of each
- Complete "Jobs of Interest" assignment

ADAPTATIONS

Instructional An understanding of the various work-related resources can best be achieved if students have a hands-on opportunity to explore them. Initially, the facilitator will want to work directly with the students as they familiarize themselves with available resources. The facilitator can help students identify the kinds of things they may want to look up and the location of the desired resource(s). The facilitator may need to help students find a particular job listing in the *Dictionary of Occupational Titles* (DOT), *Occupational Outlook Handbook* (OOH), or *Guide for Occupational Exploration* (GOE). Remember that the DOT is available on disk and in print, the OOH is available in print and on audio tape, and the GOE is only available in print at this time. Once students have been shown how to use reference materials a couple of times (either reading for themselves or using a reader), the facilitator can begin to be less directly involved, asking questions like: Which of the resource materials do you think is most likely to have the specific information

you want about the job you are exploring? Under what headings will you look, given the type of job you are researching and the kind of information you want? Help students develop an organized way of approaching the task of performing research by encouraging students to consider these and other questions.

As students look up information, it is important that the facilitator help them capture the key components on paper. Facilitators may need to literally write out the key information for students in the early stages of their research. After a student has grasped the basic idea, have the student independently write out the information he or she considers critical as the facilitator also performs this task. Then compare the two documents. Finally, have the student write up research independently and review it with the facilitator, making suggestions as required.

The Holland model of organizing jobs by interest area is useful in helping students understand how their individual characteristics relate to work choices. First, review the jobs within the various categories: discuss aspects the jobs within an area have in common, and how they differ from jobs in other Holland categories. Then, refer back to the Holland codes developed for each student in SA 5, reassess them if needed, and relate the students' codes to jobs in the *Dictionary of Holland Occupational Codes* (DHOC). Use the Vocational Profile Form, found in the "Forms" section of this document, to compare student characteristics to various occupations. Encourage the young people to think through the kinds of jobs in which they are interested, and which category they might fall into within Holland's system.

Advocacy A facilitator will be primarily responsible for completing advocacy level students' research. By reviewing the information gathered in the Self-Awareness unit, the facilitator can identify indicators that suggest work environments in which a student may be successful. Use the Vocational Profile Form from the "Forms" section to develop a synopsis of student information. Compare it to the

specifications and requirements of various jobs using the reference materials listed in this lesson. In determining three to six job possibilities for the student, consult with people in the student's personal network for their ideas about job placements and people they know who might be in a position to help place the student in a work situation--the more people who are invested in the student's eventual job success, the better! The facilitator will want to keep records of research and must determine a system to do so. One possibility is to record job information in a file folder for each student. Another option is to file cards in a card catalog by job title, with a master list of students referencing which jobs in the catalog are being considered, as well as any student-specific information. Examples of research records can be found throughout the Work Exploration unit of the *Student Manual*. With advocacy level students, experiencing actual work settings is very important, since learning may not readily transfer from one environment to another (e.g., from the classroom to a work environment).

WE 2
DOCUMENT RESEARCH
Student Manual reference: 84 - 92

LESSON OBJECTIVES

- Know where to find common reference materials and how to use them (e.g., DOT, GOE, OOH)
- Understand how to analyze written information about jobs and how to use it as part of work exploration
- Complete "Job Analysis" assignment

ADAPTATIONS

Instructional If the students are non-print readers, it may take some effort on the facilitator's part to orient them to tape recorded research materials, such as the *Occupational Outlook Handbook* (OOH). It is tone indexed, as are all materials coming from the National Library Service (NLS). As more and more materials become available on-line, students who are computer users can work with instructional staff to access the materials either on floppy disk with their personal computers or directly off the Internet. With instructional level students, it is advisable to go to a local public library and speak directly with a reference librarian. Before the visit, the facilitator can help students develop the types of questions that students will want to ask. Have students write out their questions in advance of the visit. It may be helpful for the facilitator to give some specific examples related to a job that they know is of interest to some of the students in order to demonstrate how to approach and work with the librarian. It may also be advantageous to do some role plays in the classroom if the facilitator is concerned that the students will have difficulty

interacting successfully with the research librarian. If the public library has a computerized database, the material shared in this lesson from CARL ET AL provides a good format for the facilitator to use in working with students to make sense of information that they will receive from a computer database search.

As regards the job analysis form, the facilitator will likely need to go through the form line-by-line with students. Discuss the need for specific information, then ask students what they think is meant by the various entries on the job analysis form ("Job Title" or "DOT Code," for example), and what information they will need to write down about job duties and qualifications. The examples included in the *Student Manual* provide a good springboard for group or individual discussions of the job analysis process once the form has been introduced. If an instructional level student is having difficulty understanding the concept of job analysis, it is advisable for the facilitator to complete at least one job analysis with students from start to finish. Use a variety of resources and work with students to determine whether or not they need additional information, once the job analysis form has been completed.

For the second job analysis, the student is to capture as much information as possible on his or her own, following the guidelines that the facilitator has demonstrated. Review the form with the student, positively reinforcing areas where the student has captured information correctly. Give further instructional input in areas where the student may have misunderstood or overlooked information of importance. By the third job analysis, students can typically be expected to produce the material independently. As students acquire skill in this area, it is important that the facilitator offer positive reinforcement and encourage them to catalog these materials in their *Transition Tote* filing system.

Advocacy In performing a job analysis of the possibilities determined in lesson WE 1, a facilitator can review the lesson examples in order to generate questions that apply to a person with

low vision or who is blind. Describe job positions to members of the student's personal network and find out what questions they have about the student's ability to function in a certain job position, adding those questions to the list. The answers to these questions will provide a basis for determining whether or not there is a potential fit between the student and the job. The facilitator will need to keep a running commentary of information regarding each job as it is researched and, as mentioned in the "Instructional" section, can do this on paper or in a card catalog system organized by student or by job. Think creatively as jobs are researched: Is there a way the job can be modified so the student can perform it? Are there certain key skills or work site supports that would make the placement possible?

WE 3
PEOPLE RESEARCH
Student Manual reference: 93 - 115

LESSON OBJECTIVES

- Know what information to capture when talking with people who have jobs of interest
- Know agencies and organizations that offer contacts of people who are visually impaired or blind in jobs of interest
- Read research on jobs in Example section, noting those that may appeal to student
- Complete "Investigative Interview" assignment

ADAPTATIONS

Instructional Once students have mastered the job analysis form, the facilitator can work with students on formulating additional questions to ask of someone who is actually doing the job in which they are interested. The facilitator may need to engage in some fairly serious brainstorming with (not "for") the students regarding the types of questions to ask. Role playing informational interviews can help generate questions, as well as increase the students' comfort level relative to interviews. It is important to refer to the examples of "people research" that are included in the *Student Manual*, reviewing the questions asked and considering other questions that the interviewer *could* have asked.

As you and your students role play informational interviews, throw the occasional wrench into the process. For example, when the student pantomimes phoning the information interview contact person, unexpected (but not uncommon!) responses might be: refusing to speak on the other end of the line; saying that there is no

one by that name at that number or that they must have the wrong number; or relating that the person is busy and doesn't want to speak with them--anything that throws the student off, so that he or she will be prepared if one of these types of situations is encountered.

Advocacy A facilitator will need to make the contacts on behalf of the advocacy level student. These contacts will typically involve jobs in which minimal skills and education are required. Information helpful to obtain includes: How much training and supervision is given? Does the person need to make independent judgments or is the job very routine? Will the person work alongside coworkers who might be able to provide prompts or assistance, or alone? How much contact with the public does this job entail? How important are speed and precision? What are the physical/mental/emotional requirements of this job? How supportive and helpful is the work culture? (You may not be able to ask this directly, but try to get a sense of it from your contacts.) This information will help you assess the fit between the student and the job.

WE 4
JOB SITE OBSERVATION
Student Manual reference: 116 - 128

LESSON OBJECTIVES

- Locate WE 1 assignment, "Jobs of Interest," for ideas for observation sites
- Understand how to arrange for a job observation
- Review observation tips that apply to student
- Review the contents of Job Site Observation form
- Complete the "Work Observation" assignment

ADAPTATIONS

Instructional Using the tips and the examples in this lesson, discuss the kinds of things the students will be watching for when they perform job site observations. Review the specifics of how they will accomplish this task: Does the student have adequate vision to perform the task independently? Will the student need to use low vision aids? Will the student need to negotiate sighted assistance? These are critical factors that the facilitator may choose to discuss with students on a one-on-one basis after having covered, in general terms, the job site observation process with the entire group. With instructional level students, it may be helpful to discuss the differences between the two job observation examples given in the *Student Manual*. By comparing and contrasting the observation data gathered by a low vision student with that gathered by a blind student, students can be led into a discussion of how the individual in the example may have gotten the information: Through use of vision? By asking questions? If by asking questions, what specific questions

might the student have asked? This will help the students prepare to conduct their own observations.

Consider conducting a practice observation, such as with a school custodian, an office worker, or another staff person. Use the Job Site Observation Form found in this supplement in the "Forms" section. Role-play further observations if additional experience seems indicated. After the role-play or practice observation experience, discuss what went well and make suggestions to help students develop more effective ways of capturing information through the use of job site observations.

Advocacy Once it has been determined that a job has potential for the advocacy level student, the facilitator will want to observe at a specific job site. Network with all available people and agencies to locate possible places of employment within the community, if that has not already occurred as a result of previous research. It may be more effective for the facilitator to conduct the observation without the student present. With no distractions, the facilitator can concentrate on conducting a thorough overview of the business and the identifying the specifics of the job. When conducting a job site observation, make note of the essential elements of the job as performed by the typical worker. Can the student perform at that level (with training or support)? Are there adaptations that will be necessary? Are there elements of the job that the student can perform, if not the entire set of job duties? Perhaps some duties can be pulled out, creating an employment possibility. Does the environment seem like one in which the student could function effectively? Refer back to your information about the characteristics of the student, as summarized on the Vocational Profile Form (see "Forms" section). Compare his or her attributes to the job in question. In the final analysis, the best predictor will be placing the student in the environment and assessing the potential fit based upon your observations of his or her performance after an initial training period. If there are components of the training that can be done off-site, such

as learning how to fold a box for carry-out orders at a restaurant or folding napkins, training the student on these tasks prior to placement may ease the transition into the work environment. Determine these parts of the job, and break them down into teachable steps.

In general, work exploration with advocacy level students depends upon actual experience. Optimally, training or work experience agreements with employers allow students to participate in a number of work situations. This will give the facilitator an opportunity to assess the student's vocational strengths, challenges, aptitudes, and preferences by observation. Use the Job Site Observation Form from the "Forms" section to develop a profile of possible training or placement sites. The information from the Vocational Profile Form will help you assess the "goodness of fit" between a specific job and a specific student.

UNIT OVERVIEW
JOB-SEEKING SKILLS

Finding a job is extra-difficult if you can't read the classified ads, see job postings in store windows, or read signs in front of factories announcing recruitment efforts. Tape-recorded joblines are helpful, but unfortunately they are not always updated on a regular basis. Postings on e-mail are helpful if the posting agent is using a DOS-based or text-type server, but not if the information is posted in a graphical mode. Identifying local companies from the telephone book's Yellow Pages is impossible if you can't read print, unless you have access to sighted assistance. Although reading machines are used more now than ever, they still have difficulty with some newstype and advertisements that are not standard-type font or have graphics included in the advertisement.

Completing paperwork is difficult, as well. Blind and visually impaired job seekers need to have a personal data sheet, which captures in print the critical information that is solicited on most applications: full name, address (including zip code), telephone number(s); social security number; educational qualifications (schools attended, locations, dates of attendance, earned credentials, special skills courses completed); work experiences (name & address & telephone number of employer, name of supervisor, job title, job duties, dates of employment, initial and final salary); competence with tools, office equipment, software, so forth; licenses or certificates earned; and, references (at least three, with name, address, and phone). The *Tote Student Manual* covers how to create a PDS in JS 3.

An additional challenge in the job search has to do with another aspect of the application process: in advance of filling out applications, career counselors recommend that job seekers request a description of the job they are applying for, so that they can tailor their application and/or resume to the job description. Without vision, reading the description is difficult...even *getting* the

description may be difficult without the ability to drive, unless there is adequate public transportation! If the person with a visual impairment asks to have the job description mailed, questions may arise about their motivation or interest in the job based on their unwillingness to "come in." Although more companies are willing to fax out job descriptions these days, the individual job seeker must have access to a fax machine and the ability to read the resulting information.

If pre-interview tests are required for the job (e.g., typing, spelling), accommodations must be made in advance of the candidate showing up to take the test. Examples of accommodations are such things as a taped script from which to type rather than one in print, and a brailled spelling test. It is the responsibility of the job seeker to solicit accommodations. In most cases, it behooves the job seeker to make the request for accommodations in person to better communicate the need to the prospective employer.

Before the interview, the job seeker must find out as much as possible about the office: Who works there--are they men or women and how old are they? Is there a dress code and, if so, what is it? Is there evidence of camaraderie, such as office picnics, softball teams, or bowling events? Anything the interviewee can find out in advance can be used to help establish a friendly rapport with the interviewer and others in the work environment. If no information is forthcoming, it is safest to dress formally rather than too casually, such as a suit and tie for men and, for women, a suit or nice dress with stockings and heels. Better to err on the side of being too formal rather than not formal enough!

For the interview, the candidate must arrange for private or public transportation and find the office and the appropriate person upon arrival. This usually requires sighted assistance, often from someone unfamiliar with sighted guide techniques. In this case, the blind person must quickly put the helper at ease, saying something like "Please let me introduce myself, I'm ___. I'm here to interview for the job as _____. May I follow you into Mr./Ms. ___'s office or

take your arm?" to avoid the person grabbing and pulling or simply standing there wondering what to do. Once in the right place with the right person, the job seeker who is blind must quickly and pleasantly introduce him or herself, smile, and extend a hand to shake, using social skills to put the interviewer at ease. Hopefully, the sighted interviewer will indicate verbally where to sit, otherwise the job seeker must ask where to sit and try to discern the location from the interviewer's direction.

Blind job seekers need to demonstrate their literacy skills in an interview by using and taking braille notes during the interview. Even if the person doesn't typically use braille, it helps a sighted person understand that the applicant can read and write if they see it for themselves! If the job seeker needs to use a tape recorder due to diabetic neuropathy or some other reading or writing impairment, he or she will need to request permission to tape-record important information during the interview. It may be necessary to tape notes after the interview, in the event that the employer is uncomfortable being recorded during the interview.

During the interview, the job seeker must put the interviewer at ease concerning his or her ability to do the job without vision. This means that the interviewee must anticipate concerns the prospective employer may have and address them, even if the employer never brings them up. Most employers have basic concerns related to safety and productivity: In the event of an emergency, how will a person evacuate without vision? How will they respond to an injured coworker? The interviewee must be prepared to describe how she or he would handle such a situation. The employer may be curious as to how the person negotiates an environment with which he or she is unfamiliar, and how the blind person will get to and from work. While you may be thinking "It's none of his business!" the reality is that, if the employer has unanswered questions like these, the student will not be hired. The employer will want to know how the blind job seeker accesses and keeps up with written information and how the blind

person will communicate with the sighted people in the office (e.g., e-mail, typed or word processed notes, handwritten notes).

Most employers are unfamiliar with the adaptive equipment and tools used by workers who are blind or visually impaired, so it is a good idea to take such things as electronic notetaking devices, slate and stylus, and optical aids to the interview. If it is not appropriate to use them during the interview, be prepared to "show them off" to an employer. If the job seeker routinely uses equipment too large to take for a demonstration--for example, a closed circuit television system--pictures of the equipment can be taken along to facilitate a discussion related to using the tool on the job.

Since it is so difficult for many sighted people to conceive of the things they do being done by a person with impaired vision, it is always helpful if the job seeker has evidence of competence--pictures of things they have made or activities in which they have participated, a portfolio of their creations if the person is an artisan, a demo tape if the person is trying to get a music-related job, products like papers a person has written or published to show the prospective boss--any artifacts that reinforce the impression of the job candidate as a competent, productive individual.

There may be questions posed to the interviewee that are not appropriate or legal. In such instances, the interviewee must make a decision about whether or not the interviewer is simply uninformed or is acting maliciously. If the former, the interviewee may choose to answer and simply ignore the fact that the question was slightly inappropriate. If the latter, the interviewee may choose to answer, or refuse and point out the inappropriateness of the interviewer's question. Needless to say, if the latter occurs, the odds are overwhelming that the applicant will not get that job (and likely, not want it!)

At some point during the interview, the interviewee will present his or her disability statement. In actuality, the statement should probably be called an ability statement because the focus needs to be on the positive--what a person can do well and how a person does

what is required for a job differently than sighted work-mates, but comparably. However, it is also important to acknowledge one's disability and explain its impact, if any, on work performance and to describe the needed accommodations. Details on writing and presenting a disability statement are included in the *Student Manual*, lesson JS 2.

Following the interview, a thank you note will capture many an interviewer's attention, particularly a written or typed note from someone with impaired vision. If it is not possible or feasible to send a thank you note, a follow-up phone call to thank the interviewer for their time and to restate interest in the job is well worth the effort.

Honest, constructive feedback will be important for students as they complete the lessons in this unit. The more experience students have at encountering people already in the world of work, the more situations they will learn to handle and the more comfortable they will become. As a facilitator, keep in mind the norm that students will be expected to meet in the work environment, and continue to present opportunities for the student to experience it in day-to-day situations. This is truly the "bottom line" in preparing students for their adult life.

JS 1
DISCLOSURE
Student Manual reference: 133 - 139

LESSON OBJECTIVES

- Understand the nature of the disclosure issue: no right or wrong answer, personal decision, will vary with situation, etc.
- Comprehend the possible consequences of disclosure and non-disclosure
- Complete "Personal Thoughts on Disclosure" assignment

ADAPTATIONS

Instructional Because of its sensitive nature, the topic of disclosure is good to discuss one-on-one with students. However, the facilitator can comfortably introduce the topic through a group discussion of disclosure, explaining the concept and its relevance to the job search. To the degree to which students are comfortable with the group format, help them generate as many possibilities for the positive and negative consequences of telling someone in advance of meeting them about a disability. Through this activity, the facilitator can gain valuable insights regarding individual students' acceptance level of their disabilities. Certainly, no students should be forced to share in the group setting if they are uncomfortable or otherwise unwilling. After the group has discussed possible consequences of disclosing information related to disabilities, go to the *Student Manual* and expand the list and the discussion of disclosure issues using the information and example in the lesson.

Once students have completed their assignment expressing their personal thoughts on disclosure, the facilitator can review and discuss the disclosure issue with each individual in a private counseling

setting. Help students clarify their position on disclosure, supporting their decision if they can explain their reasoning and are comfortable with it, or facilitating as they re-think their position if they are inconsistent or uncertain.

Advocacy Students who are truly advocacy level will not typically have the ability to self-disclose, either because of physical challenges, cognitive limitations, or some combination of both. Examples of students who may not have the physical ability to self-disclose include those who are deaf-blind, brain-injured, or who have cerebral palsy. Other students may not have the cognitive ability to assimilate the information regarding disclosure, make informed choices, and communicate those choices to an employer. To whatever degree possible, it is important to acknowledge and respect the student's values, and to prepare the student to participate in presenting information. It is the facilitator's role to review the considerations relative to disclosure listed in the *Student Manual* and to determine what information to communicate to the prospective employer. For example, consider a student who is deaf and low vision, uses American Sign Language to communicate, but has no form of written communication. It may be that a pictorial system is used at school to show the student the order for task completion. These are the types of non-traditional communication skills that will need to be explained and/or demonstrated to the employer, with the point being that the student is capable of receiving and giving work-related communications, but through a different system than most employees use. Additionally, the facilitator will need to explain what type of support will be available to make communication successful in the work place. In these and other areas noted in the *Student Manual*, the facilitator will need to anticipate and prepare for specific employer concerns regarding the student's abilities, disability, and methods of compensation.

JS 2
DISABILITY STATEMENT
Student Manual reference: 140 - 143

LESSON OBJECTIVES

- Know the definition and content of a disability statement
- Understand the need for statement to emphasize the positive aspects of what student can do, and how student does it
- Know the 3 critical areas disability statement should address
- Complete "My Disability Statement" assignment

ADAPTATIONS

Instructional Examples are very useful in illustrating the concept of the disability statement. Offer a variety of both written (print and/or braille) and taped (audio and/or video) examples of disability statements, tailoring them to student characteristics such as age and interests. After students have reviewed the examples, discuss with them which make the most positive impression and why. Once students have composed their own disability statement, help them refine and practice. Consider doing this individually if students are self-conscious about performing in front of their peers. After the students are somewhat comfortable one-on-one with a trusted adult, arrange for the student to meet with a less familiar adult to role play disclosure decisions and to deliver the disability statement.

Advocacy In writing a disability statement, focus on the student's abilities, as well as the skills that compensate for any limitations. As you write, keep in mind employers' concerns about safety, reliability, and productivity. With such high turnover in many entry level jobs, a real asset may be that even if training takes longer, the student is

likely to have greater longevity in the position than do many employees. Consult the information on employer myths on *Student Manual* Review Page 4 (*Information Supplement*, page 85) to anticipate employer questions, spoken or unspoken.

JS 3
PERSONAL DATA SHEET
Student Manual reference: 144 - 149

LESSON OBJECTIVES

- Understand the content and purpose of the personal data sheet (PDS)
- Know criteria for choosing people to be references
- Complete "My Personal Data Sheet" assignment

ADAPTATIONS

Instructional Instructional students may need some guidance in capturing the information for their personal data sheets (PDS). If the student is fairly high functioning in terms of academic ability, he or she should be encouraged to complete the personal data sheet independently and turn it in for the facilitator to review for completeness and accuracy of content, spelling, and appearance. Remind students to use the PDS format included in the *Student Manual* as a guide. If the student is a low to average performer, the facilitator may need to work hands-on with the student in developing the PDS. Non-readers can capture the information for their personal data sheet on tape, with the facilitator arranging to have the tape transcribed. The facilitator and student then work together to edit the transcribed material for quality and completeness. When finished, the PDS can be tape recorded for the student to use and update. However, regardless of the medium students use for their own retrieval, copies of the PDS should be available in print as indicated in the *Student Manual*.

Advocacy It is critical that advocacy level students have a personal data sheet (PDS). Consult records and family members for the information needed. Multiple copies of the PDS are recommended, to be held by the facilitator, the family, and kept in the student's file. While most advocacy level students will have had limited or no paid employment experience, be sure to list any volunteer work experience or school-based work in order to convey student abilities, such as performing routine tasks. In addition to the typical information listed on the PDS, it may be advisable to include any special emergency contact information or medical information. Even if the student is not required to complete a standard application form when being considered for a job, the employer will need certain information on file (e.g., social security number, full name, date of birth). This can be readily obtained from the PDS by anyone accompanying the student.

JS 3A
RESUMES
Student Manual reference: 150 - 156

Resumes will be used primarily by informational level students, who have the skills and experience suited to that format. When a resume is warranted, the facilitator will need to work directly with the student in generating the list of skills and experiences to document. Help them identify appropriate people to serve as references and if they don't have enough information for a bona fide resume, capture critical information in such a way that the student will be able to retrieve it when the time comes to develop a true resume.

With both informational and instructional students, examples of various types of resumes will help explain the concept. Consider offering examples of good, average, and bad resumes in whatever medium the student is using--braille, print, or audio tape. Have the students analyze the resumes from an employer's prospective. Ask the students pointed questions, such as: Would you hire a person like this? Would you be interested in interviewing a person like this? If you had never met them, what would this paperwork tell you about this person? Encourage the students to develop the perspective, "If this is the only thing that I, the employer, see, what is my impression going to be? Would I be inclined to probe any further with this applicant?"

Students may need some guidance from the facilitator in terms of how to file the information that they will need for later resume preparation in such a way that they will be able to locate it. Because resume information, in addition to other pieces that are created, may be needed at a time beyond the students' involvement with school personnel and the facilitator, it is important to consider the "long view" of their materials: whether the student can read them, whether another person could read them, what information they've captured,

and whether or not that information is sufficient, should they need to refer back to it at a later time.

If a student is a candidate for a resume, consider obtaining one of the many books on the topic to select a resume style. Explore the possibility of an electronic resume for students who use personal computers.

JS 4
JOB LEADS
Student Manual reference: 157 - 161

LESSON OBJECTIVES

- Know a variety of sources through which to look for job
- Find SA 1's "My Personal Network" assignment and WE 1's "Jobs of Interest" assignment
- Complete "List of Job Leads" assignment

ADAPTATIONS

Instructional Review the lesson examples with students, covering the type of information to record about each lead. Practice sourcing mock job leads in class, using materials such as the telephone book, newspaper, and class members. Review the various sources from which job leads are available and ask students to determine several specific options for sourcing their own job leads. After discussing their personal ideas for job leads with students, monitor those who will be making actual contacts. Help each student decide upon a system for recording and filing job lead information as they acquire it, and review student files periodically. It can be helpful to have available two or three examples of job leads captured in differing systems. For example, job leads on index cards in a recipe box-type system, job leads in a three-ring binder system, and job leads on paper in an accordion file system, can be shown to students to stimulate their thinking about possible ways to keep up with their job leads. Determine which system best suits the style of each student--even the most elegant system can't work if it's not used!

Advocacy A facilitator or some combination of people working on behalf of the student will be the ones who source job leads for the advocacy level student. Students with this degree of disability present a challenge to job placement, and so the search for leads is oftentimes extensive. It is important to be resourceful and creative in establishing possibilities for the student. Refer back to the Personal Network assignment in SA 1, and review the suggestions in the current lesson for possible contacts. Use not only the student's contacts, but contacts of those contacts--and don't forget about your own personal network! If a source can't help, ask if he or she knows of anyone else who might be in a position to help or to hire the student. If a suggestion is forthcoming, see if the source will call before you do to let the person know you'll be getting in touch, or ask if it is all right for you to give their name when you call.

Often, building a relationship with employers is the first step when working to place advocacy level students. These relationships can be forged in a number of ways: 1. Ask local employers to serve on a committee to help you understand the business community and develop strategies to train students for jobs in the local economy. 2. Contact employers about touring their business to better educate yourself about the demands of various jobs. 3. Showcase employers with whom you have worked in newsletter articles, newspapers, and with other forms of recognition, such as awards. 4. Network with any and everyone: having a name to use when you make a contact is light years ahead of "cold calling!" 5. Look for ways you can be of help to your employer contacts--can you put them in touch with someone that they would like in their network, such as another employer? Can you help them by providing information on subsidy programs or training techniques? Can you increase their visibility in the community through media exposure?--remember to think "interdependence." 6. Always, always demonstrate your 110% commitment to support any arrangements with employers, whether they be committee involvement, job shadowing, job placement, or anything else. Send the message that you can be counted upon to provide support and to

follow through on your commitments. If you concentrate on building the right network of support, placements will naturally follow. This is not to say that it is easy, so be sure to build in some support for yourself, as well!

JS 5
FOLLOWING LEADS
Student Manual reference: 162 - 166

LESSON OBJECTIVES

- Know how to prioritize leads for contacts
- Review JS 1: Disclosure, pro's and con's
- Understand desirable impressions to convey if inquiring about a job in-person--practice mock inquiries
- Find and review JS 4's assignment "List of Job Leads"
- Complete "Making Contacts" assignment

ADAPTATIONS

Instructional In most cases, the facilitator will need to monitor students as they assume primary responsibility for following job leads, assisting only as needed. For example, a student may be able to search the classified ads for job openings if paired with a sighted peer partner. Discuss the type of information students will want to record in whatever system the student is using (e.g., index cards, notebook) and check to see that the system is working and the necessary information is recorded. The facilitator may need to follow along step-by-step, assisting to insure compliance and quality as the student gets the application, completes and submits it in the proper time frame, and follows up with the prospective employer. Oversee ongoing documentation of job leads in the system the student is using. The key is for the facilitator to intervene *only* as needed, teaching the student organizational and help-requesting techniques that can be used after graduation.

Advocacy The facilitator needs to follow up on job leads on behalf of the student. The primary goal will be to learn as much as possible about the workplace and the specific job for which the student is being considered. Oftentimes, the impression made by the person who is involved in placing the student is more critical than the impression made by the student himself. If you can explain to the employer a way that the student and the job can fit--including any adaptations, training, or modifications--it will reassure the prospective employer that you can be counted upon to support the placement. Refer back to any job observation sheets you've completed, or ask to perform an observation. Develop a plan of how the student can successfully do the job or how the work can be restructured so that your student does only a portion of the job but contributes to the overall process. Another possibility is to consider recommending two or more students to share the job functions, dividing tasks along lines of the students' skills. Know your student and do your homework on the job lead so that you can propose a convincing placement design to the employer.

LESSON OBJECTIVES

- Understand the importance of having a competent helper to complete applications
- Know questions to ask a prospective employer about the hiring process, the job functions, and the working conditions
- Think about what media and accommodations might be needed for taking any employment tests
- Complete "Practice Application" assignment

ADAPTATIONS

Instructional To encourage understanding on the part of the student, the facilitator can present examples of applications that are "good,"-- ones that have all information correctly and neatly entered, and "poor,"-- ones that may have misinformation or lines left blank, misspellings, or sloppy penmanship. After the concept is introduced, encourage students to identify what makes one application acceptable and another unacceptable. Clarify the link between the information on the PDS and the information required on the application. For students without vision, describe the differences between two or three applications and help them understand what impressions a sighted person might form from the different applications. Insure that students can neatly complete an application or, alternately, that they have someone competent to assist them. A sample job application is included in the "Forms" section of this document.

Advocacy As mentioned earlier, many advocacy level students will skip the job application process. But for those who do make formal application for a job, a facilitator will use a copy of the PDS. Consider adding pictorial records of the student's accomplishments to the application. For example, if the student has participated in a work trial at a grocery, capture it on film (still, video, or both) and include it with the application, as well as any written recommendations from previous experiences that speak to the student's skills (even if the activities are not strictly work-related). If the student and family are receptive, use the *Tote Case* as a vehicle/organizer of application information by having a file folder labeled "PDS" and a folder for copies of completed applications. The teacher can make file copies of the applications as the student brings the *Tote Case* to school on a routine basis. Consider completing the application form from the "Forms" section of this document to keep on file as a reference.

JS 7

PRE-INTERVIEW RESEARCH

Student Manual reference: 176 - 179

LESSON OBJECTIVES

- Understand various methods of pre-interview research
- Find and review SA 1's assignment, "My Personal Network"
- Complete "Employer Research" assignment

ADAPTATIONS

Instructional Most instructional level students will perform only rudimentary pre-interview research, such as asking people within their personal network about wages and conditions of their employment. If the student has an opportunity to speak directly with a prospective employer or coworkers, role-playing the encounter ahead of time can help. Allow the student to role play the part of both the student seeking information and the prospective employer or coworkers giving information in order to better understand the process. For students willing to invest a bit more time and energy, encourage them to solicit information about the company in which they are interested from either the company's public relations department or a local information source like a Chamber of Commerce or Better Business Bureau. Review with students any information received.

Advocacy It is important to understand the work environment in which you hope to place the advocacy level student. Often the placement contact is between the employer and a facilitator, who represents the student and investigates the work environment and the job position that is available with the goal of crafting a fit. Because of this, pre-interview research is important. Network with anyone you

know who has information about the business and try to develop enough of an understanding of the operation to offer suggestions to the employer on how the student can be effective in the job position. Consider requesting an opportunity to perform a job site observation prior to discussing the opening with the employer (WE 4). Solicit information about the company under consideration from either the company's public relations department or a local information source like a Chamber of Commerce or Better Business Bureau. Be prepared to offer information on adaptations and aids that the student might use, and to discuss ways of modifying the job and providing support on the job. Read *Student Manual* JS 12, Review Page 4, "Dispelling Myths about Workers with Disabilities," and use this information with employers. It is reproduced on page 85 within the *Information Supplement.*

JS 8
SELF-DESCRIPTION
Student Manual reference: 180 - 182

LESSON OBJECTIVES

- Know the characteristics of a good self-description
- Can identify 3 reasons why an employer should hire you
- Complete "Tell Me a Little..." assignment

ADAPTATIONS

Instructional Consider leading a group activity in which students put themselves in the role of the employer. Role play self-descriptions for the students that reflect differing degrees of desirable characteristics and allow students to discuss the impressions they reach about each characterization. What changes can they suggest to improve the impression made by each? Then have students develop their own self-descriptions, using the information they have accumulated thus far through their *Student Manual* assignments. Tape record the written self-description "script" (consider making both audio and video recordings). The tapes are to be critiqued by both the facilitator and the student, as well as an employer volunteer, if possible. Use the feedback to improve the script and the presentation. Practice is the key, once students have developed self-descriptions that reflect their positive qualities.

Advocacy In preparing a student's self-description, the facilitator has the goal of helping the employer see the student for the person he or she is; to help him or her see beyond the disability. Give a brief sketch of the student's family: Have they moved from some other part of the country? Are they involved in the community in some way?

Give a sketch of the student: Does he like baseball? Is she always smiling? Is he particularly good at something? Focus on information stressing the commonalties among people, but keep it short. The disability statement (JS 2) will address information specific to the student's condition, but it is important to first establish the student as a person in the eyes of the employer before addressing the disability.

JS 9
INTERVIEW QUESTIONS
Student Manual reference: 183 - 193

LESSON OBJECTIVES

- Locate and review JS 2's assignment "My Disability Statement"
- Understand the need to construct specific responses to interview questions in order to make good impression
- Complete "Practice Interview" assignment

ADAPTATIONS

Instructional As with the previous lesson, practice is essential in preparing responses to interview questions. Vary both the person conducting the interview and the questions asked. Have students play the roles of both the interviewee and the interviewer. Use audio and video tape to record the practice sessions, and have the facilitator, interviewers, and the student critique performance. Compare notes and continue to practice and critique until both student and facilitator are satisfied. This is a good place to utilize any employers with whom you have relationships. They can role play interviews with students at school or, better yet, at their business or can view the tape and offer feedback on the student's interview performance. Be sure to give honest and constructive feedback to students, using tools such as the Interviewer Checklist found in the "Forms" section of this document.

Advocacy If there is an interview, it will be the responsibility of the facilitator to prepare answers to interview questions. To the greatest extent possible, the student should participate in the interview. Use the Interview Checklist from the *Student Manual* to determine what parts of the interview the student can perform. Be

ready to explain clearly how the student can perform the job, supporting your assertions with pictures, recommendations, and demonstrations of technology. Determine three positive statements you can make about the student. Prepare as though this were your interview: in some ways, it very well may be. The impression you make will have an impact on the prospective employer's confidence that adequate information and support will be provided, should the student be hired.

JS 10
INTERVIEW PREPARATION
Student Manual reference: 194 - 196

LESSON OBJECTIVES

- Understand ways to prepare for interview, such as clothing selection, locating destination, practicing interview information, deciding what to take (in the *Tote Case*, of course!), adaptive equipment demonstration, etc.
- Find and review JS 1's "My Disclosure Statement," JS 2's "My Disability Statement," and JS 9's "Practice Interview" assignments
- Complete "Interview Item Checklist" assignment

ADAPTATIONS

Instructional Work with students in preparing for their interview, reviewing with them what to take, how to dress, and what to say, and double-checking to be sure they have followed through on their interview preparation plan. Accompany the student on a trial run to the interview location, if appropriate. Some instructional level students will be able to engage in the interview situation alone, while others may initially require a facilitator's presence and support. This will depend, in part, on the nature of the relationship the facilitator, student, school, or agency has with the particular employer. Remember the outcome goal for both instructional and informational level students is that they will self-place. The goal for the facilitator is to teach the student the skills necessary for self-placement, so that there will be no need for a facilitator to attend interviews.

Advocacy The degree to which you, the facilitator, have prepared for the interview can make a big difference. If the employer perceives

you as an organized, informed, capable person, he or she is more likely to trust that you will work to make the placement a success. Review the information you've collected about the student and the job and consider ways in which the student can participate in the interview. What questions is the student prepared to answer? What actions can the student perform to demonstrate competence? How will you handle any impromptu comments or behavior on the part of the student? Is it practical for the student to present documents, work samples, adaptive equipment and/or other items from the *Tote Case*? Review and prepare until you and the student are confident that you are ready.

JS 11
POST-INTERVIEW
Student Manual reference: 197 - 200

LESSON OBJECTIVES

- Understand the value of thank you notes
- Know what to say when you call back after an interview
- Complete "Thank You Note" assignment

ADAPTATIONS

Instructional With guidance and practice, the instructional level student is capable of performing a number of post-interview activities, such as composing a thank you note and calling back to inquire about the interview outcome. Have examples of thank you notes available for student review. Role play call back situations in advance, using video and audio tape to review and critique. Include both positive and negative outcomes in role played scenes, insuring that the student can respond appropriately to both. Rejection is hard for almost everyone, so discuss the various reasons why a person may or may not get a job offer, and supply anecdotes from your personal experience or that of others in which perseverance paid off. Discuss ways to take the "sting" out of rejection, such as being assertive in asking for feedback from the interviewer and evaluating the information in terms of possible changes to work on for the next interview opportunity, and having someone supportive to talk with about the missed opportunity. Help students understand that success comes in spite of obstacles, not in the absence of them.

Advocacy Often, it is the facilitator's credibility that is important to establish when placing advocacy level students. Be prompt in

providing any follow up information requested by the employer and in expressing appreciation for the opportunity to meet. If this placement doesn't happen, work to preserve the relationship with the employer: Would the employer serve as a resource for mock interviews or student job observations? Would he or she be open to placement possibilities involving other students? Inquire as to other potential employers you can contact regarding training or placement of students.

JS 12
PUTTING IT ALL TOGETHER
Student Manual reference: 201 - 211

LESSON OBJECTIVES

- Know how to use previous sections and assignments to continue job search process effectively
- Understand need to update information periodically, such as personal data sheet (JS 3) and personal network (SA 1)
- Know how to apply problem solving strategies (GS 4) to job search problems
- Can respond to some of the common myths about workers who are disabled
- Know all the steps in a successful, ongoing job search

ADAPTATIONS

Instructional In summary, instructional level students need to initially perform activities alongside the facilitator. They require as many examples as possible. They need to practice the skills that they have learned, in role play situations as well as on paper, prior to using them in an applied situation. The facilitator must review with instructional students any work they have produced, giving positive feedback for things they've done well and making suggestions and corrections on work of unacceptable quality. In general, the facilitator will conduct the lesson's activity with the student initially, fading out to allow the student to function independently as quickly as possible. Have students make use of the Review Pages to keep on track in the job search process, and review them with the student periodically, as well as other relevant information, such as the PDS, disability statement, and practice interview.

Advocacy Use Review Page 1, Job Search Summary, from the *Student Manual* on behalf of the student to keep track of where you are in the process. Use the problem solving technique described in GS 4 to identify and address problems you encounter along the way. You are just as susceptible to burn out in the challenging work of a job search as anyone, even though you are doing it on behalf of the student--more so, if you try to go it alone! So, enlist the help of others--family, friends, community members, professionals--right from the start. Consider using the Personal Futures Planning techniques described later in this supplement to build a circle of support around the student, so that you are not carrying the entire weight of the job search by yourself.

JS 12
JOB SEARCH SUMMARY
Review Page 1

- Organize job search time as a DAILY activity--keep track on your *Transition Tote* "To Do" list. (GS 3)
- Identify appropriate job openings, at least 4 per day. Make a *Tote Case* folder labeled "Jobs" and use the folder and your clipboard to keep track of them.
- Call to get more information about job leads. Record the information on your job lead sheets in your *Transition Tote* binder or other system such as a rolodex or card file--review GS Tip Sheet: Ideas to Improve Organization.
- Pick up job applications or have them mailed to you. (JS 6)
- Complete job applications, using your PDS. (JS 3 & 6)
- Copy completed job applications and store them in your *Transition Tote* binder insert, or other system you've chosen. (JS 6)
- Submit job applications.
- Find out the cut off dates for job applications and when you'll be contacted.
- Call to check on the status of your application--the phone number is on your job lead sheet/card! (JS 4)
- Schedule job interviews--record them in your *Tote Case* calendar or planner, on a card, or in your electronic notetaker. Start practicing your answers to interview questions! (JS 9)
- Conduct employer research. (JS 7)
- Arrange transportation to the interview and record the information on your job lead sheet, calendar/planner, card, or notetaking device.
- Prepare for the interview (JS 10)
    1. Decide what to wear.
    2. Review your job lead sheet information on the employer, disclosure statement, self-description, and so forth.

3. Load your *Tote Case* with work samples and adaptive aids. Make sure you can quickly locate your PDS, application, and anything else you might be asked to produce.

- Interview for the job, using the *Tote Case* to impress the employer with your organization and communication skills!
- Update your job lead sheet with post-interview information (when to check back, any new information). Record call-back dates. Enter dates on *Tote Case* calendar, using preferred system (see *Student Manual* page 38 for marking ideas).
- Send thank you note. (JS 11)
- Follow up on job interview with employer. (JS 11)

- Arrive 5-10 minutes early, introduce yourself, smile, extend your hand, ask for help if needed, sit and read.
- When presented to the interviewer(s), greet them by name, smile, make eye contact, and small talk.
- Let the interviewer(s) take the lead--they will usually open by telling you a little about the job, or asking you a general question about yourself. (JS 8)
  The interviewer(s) will ask you questions; you will answer, working in at least 3 reasons you're right for the job. (JS 9)
- Offer your Disability Statement and explain your vision in ways the interviewer can relate to. Explain some of your accommodation devices, such as the notetaking device or the magnifier you are using. (JS 2)
- You may be asked more questions based on what you've told the interviewer(s)--keep your answers as simple and specific as possible.
- Ask at least one good job-related question. (JS 7)
- Don't overstay your welcome. Thank the interviewer(s), using their names. Ask when a decision will be made, and when you can check back. If you need assistance to leave the office, make that request. Smile, shake hands and wish the interviewer(s) a good day.
- Send a thank-you note within the week. (JS 11)

JS 12
TOP TEN TIPS
Review Page 3

- Think of looking for work like it's a job: 8 hours a day is a full-time job, 4 hours a day is a part-time job.
- People rarely get a job right away. It's not uncommon for it to take up to half a year for people without a disability to find work.
- Look your best at all times. You never know when you'll meet someone who can help you in your job search.
- Don't be shy about letting people know you're looking for work. The more contacts, the better.
- Demonstrate that you are a capable human being in all that you do. Don't just talk the talk--walk the walk.
- Nobody owes you a job. You must prove yourself worthy of a job.
- Don't go for just any job. Know what you want and go for it.
- Small employers are hiring many more workers than large employers. Use this knowledge in your search.
- Whenever possible, go to the job sites and meet people instead of using the phone or mail.
- Be prepared for any question at any time. But, if you genuinely don't know the answer, admit it, and offer to find out and get back with the person.

JS 12
DISPELLING MYTHS ABOUT WORKERS WITH DISABILITIES
Review Page 4

Here are common myths--and the realities--to help interviewers separate fact from fiction when comparing you to candidates without disabilities. The ability to dispel disability myths and promote an understanding of the facts will increase your chances of getting the job you want.

Myth: Workers with disabilities cost more to employ.
Fact: More than three-fourths of managers surveyed say the costs of employing both workers with and workers without disabilities are about the same.

Myth: Workers with disabilities require costly job accommodations.
Fact: Employers surveyed say more than three-fourths of job accommodations for workers with disabilities cost less than $500; half cost nothing.
Fact: Employers surveyed say the cost of accommodations virtually never drives the cost of employment above the average range of costs for all employees.

Myth: Workers with disabilities don't fit in with co-workers.
Fact: Almost all employers surveyed reject the argument that workers with disabilities don't fit in with most workers without disabilities.
Fact: Two-thirds of the public surveyed say most of their co-workers would have no problems working alongside individuals with disabilities.
Fact: Two-thirds of the public surveyed supports policies that would increase the number of people with disabilities working with them.

Myth: Workers with disabilities are a greater safety risk to themselves and co-workers.
Fact: Nearly half of employers surveyed agreed that workers with disabilities have fewer accidents on the job than workers without disabilities. (The survey did not report how many employers say workers with disabilities have an equal number of accidents on the job.)

Myth: Workers with disabilities are less productive.
Fact: Three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more productive than workers without disabilities.
Fact: More than three-fourths of the public feels workers with disabilities are equally or more productive than the average worker.

Myth: Workers with disabilities are harder to supervise.
Fact: More than three-fourths of department heads/line managers surveyed who have supervised workers with disabilities say they are no more difficult to supervise than workers without disabilities.

Myth: Workers with disabilities miss more work.
Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as being equally or more punctual and having equal or better attendance records than workers without disabilities.

Myth: Workers with disabilities aren't reliable.
Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more reliable than workers without disabilities.

Myth: Workers with disabilities do not want to work.
Fact: Two-thirds of working-age Americans with disabilities surveyed are not employed; of those, two-thirds want to work.

Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more willing to work hard compared with workers without disabilities.

Myth: Bringing more workers with disabilities into the work force will take jobs from people without disabilities who need them.
Fact: People with disabilities need jobs too. Costs to be self supporting exceed government allowances. Only a small portion of the public surveyed think bringing more people with disabilities into the work force will threaten to take jobs from people without disabilities; conversely, more than three-fourths thinks it will be a boost to the nation by taking people off welfare and putting them to work.

Myth: The public does not support the American with Disabilities Act.
Fact: Almost all of the public surveyed support the ADA provision banning job discrimination based on disability.
Fact: More than three-fourths of the public surveyed support affirmative action programs for people with disabilities similar to those many employers and colleges have for women and minorities.
Fact: More than three-fourths of the public support the provision that says that employers with more than fifteen employees must make reasonable accommodations for workers with disabilities.

Source for *Dispelling Myths about Workers with Disabilities*:

Louis Harris and Associates Survey For The International Center For The Disabled, The Icd Survey Ii: Employing Disabled Americans; Berkeley Planning Associates Survey For The U.S. Department Of Labor's Employment Standards Administration, A Study Of Accommodations Provided To Handicapped Employees By Federal Contractors; Louis Harris And Associates Survey For The National Organization On Disability, Public Attitudes Toward People With Disabilities; Louis Harris And Associates Survey For The International Center For The Disabled, The Icd Survey Of Disabled Americans: Bringing Disabled Americans Into The Mainstream. Reprinted by permission Of Peterson's, Princeton, NJ from *Job Strategies For People With Disabilities* by Melanie Astaire Witt, ©1992. Available at local bookstores or by calling the publisher at 800-338-3282.

UNIT OVERVIEW
JOB-KEEPING SKILLS

For all workers, but especially those with disabilities, the crux of maintaining employment is the development of appropriate social skills: understanding the effect of one's behavior on others, using social amenities like please and thank-you, greeting people cordially and responding to their greetings, remembering people's names, understanding the concept of reciprocity, sharing with others about oneself (but not too much), talking (but not to the exclusion of listening), thanking people for their help and not asking for help if you don't need it, responding to people's thoughtless questions about personal issues or one's disability...the list goes on and on!

In conducting the lessons of this unit, it will be important to establish an atmosphere of support and to remain positive with students. It is hard for most people to take feedback that indicates a need for improvement, and self-esteem is easily eroded in young people. Be sure to give equal time to things students do well, and try to lead students to identify for themselves areas for improvement and ideas on how to accomplish their goals. Be sensitive as to what issues are appropriate to discuss in a group setting and which ones might be better handled on a one-to-one basis. Self-disclosure on your part can provide a valuable model to students. If you can comfortably talk about things *you* would like to do or are working to improve and how you are going about it, students will be more likely to understand the distinction between behavior change and a person's intrinsic worth.

JK 1
WORK HABITS
Student Manual reference: 218 - 223

LESSON OBJECTIVES

- Understand the "Do's and Don'ts" of getting along with coworkers (i.e., work habits)
- Know other aspects of keeping a job (e.g., changing expectations over time, need for self discipline)
- Understand what is involved in performance evaluations
- Complete "My Work Habits" assignment

ADAPTATIONS

Instructional Discussing work habits as a group activity is highly recommended. Lead a discussion of what habits are, how people form habits, and how they develop their habits by modeling people they know and care about in their own lives. Make the point that, for students, school is work and therefore the kinds of work habits they demonstrate in school are very likely to be the kinds of habits that will be demonstrated on the job once they have left school. Review the lists of "Do's and Don'ts" with students, meeting on an individual basis to discuss each student's work habits. Before offering your opinion of the student's performance on various criterion behaviors, ask the student to assess him or herself. Help students understand how the term "work" applies in various environments; for example, responsibilities at home, choir practice at church, or academic work at school. Do they follow through as expected, performing up to standard in a timely way? Often, habits are general, not environment-specific. Thus, if a student is always late to school, he or she may exhibit this habit in other environments as well. If a student is sloppy

about school work, he or she may be sloppy in other environments. Pointing out the across-the-board nature of many habits can segue nicely into the topic of personality goals in the next lesson, JK 3. Throughout, it is important to stress the concept of inherent worth, while acknowledging that everyone has habits that could be improved. Sharing one of your personal challenges is appropriate and can help students understand that owning up to deficits can be a positive expression of self-esteem, when the behavior is looked at from a perspective of constructive change. With instructional level students, it is essential that they perform self-evaluations of their work habits in various settings, as well as solicit evaluations from significant others in their lives: parents, teachers, other facilitators, and peers whenever possible.

Advocacy Review the lists of "Do's and Don'ts" for the workplace and evaluate the student against the list. Are there behaviors that will serve the student well in the work environment? Are there areas that will very likely be problematic? Use the problem solving procedure from GS 4 and concentrate on addressing the problems one at a time. For example, if the student's problem is poor grooming, you may need to first approach the family and establish a system of grooming that is effective. "Plan B" might be to keep a clean change of clothing and some toiletry items at school. Work on behavior change in the environment where the behavior is a problem; however, in the case of some work related behaviors, establishing new habits at school may make it easier to encourage the behavior at work. Perhaps the student does not communicate upon entering the classroom. While not a major problem at school, this could serve to distance the student from coworkers once the student is placed in a job. A goal could be established for the student to smile and say "Good morning, Ms. Fields" upon entering the classroom. While this behavior might not immediately transfer to the workplace, it will be easier to teach the student to greet coworkers if the habit has a precedent. Try to use natural supports whenever possible. If the student, upon greeting the

teacher, is invited to do a task he enjoys such as feeding a class pet or watering plants (and not invited to do so when he does not make his presence known in an appropriate way), the point is made that social skills promote interaction and interdependence among people--much more "real world" than, for example, getting a piece of candy as a reinforcer. Personal relationships are powerful aids to adjustment. The idea is not to expect that the student will be able to function independently but to establish natural supports in the environment, using the same behavior management techniques that have been effective with the student in the past. What habits can you work on establishing that will serve the student well in a future job placement?

Once the student has a training or permanent job placement, it will be important to establish as many natural supports as feasible. Ideally, the trainer and/or job coach fade their involvement as people in the student's work environment learn to interface with the student. In some cases, a modification can be made to the environment that eliminates the opportunity for the maladaptive behavior--take easy fixes when you can get them unless the behavior needs to be addressed for other reasons. For example, if a student works mornings and is lethargic because of medications taken the previous night, can the student work a later shift? Whenever possible, keep the ultimate outcome in mind and direct your efforts toward achieving it: the student functioning effectively in an environment that is set up to support him or her with as little outside involvement as possible.

WORK HABIT WORD LIST

reliable	honest	responsible	follow instructions	friendly
well-organized	creative	imaginative	capable	intelligent
flexible	strong	problem solver	motivated	independent
dependable	enthusiastic	productive	ambitious	versatile
sensitive	serious	sense of humor	tenacious	concerned
team player	set priorities	sincere	mature	eager
meet deadlines	results oriented	ingenious	loyal	punctual
logical	good memory	thrifty	common sense	good natured
self-confident	persistent	hard worker	efficient with time	well-informed

JK 2
PERSONNEL EVALUATIONS
Student Manual reference: 224 - 227

LESSON OBJECTIVES

- Understand what a personnel evaluation is and what it covers
- Understand the difference between work habits and work skills
- Know how to participate in a personnel evaluation
- Complete "Self-Evaluation" assignment

ADAPTATIONS

Instructional After students have identified their work habits in lesson JK 1, they can consult people from their personal network in order to get other perspectives on their performance and ideas for ways to improve. Caution students to choose their consultants carefully, thinking first about whether the person's feedback is likely to be valuable and delivered in a positive way (which is not necessarily the same as saying positive things!) Consider having students complete the Worker Evaluation form from their *Student Manual* with a number of people, and then discussing the results one-on-one with you or in a group (the Worker Evaluation form is located in the "Forms" section of this supplement). Point out to students that their performance over time matters, which will be indicated through school records, through their attendance records, and their grades over the course of their school involvement. Give illustrations that demonstrate various arenas in which performance can be evaluated, such as chores at home, work at school, and community involvement. Help students understand the various measures of performance, such as attendance, cooperation, quality of work, and other indicators by

using a variety of examples. Construct hypothetical characters, describing their performance, and have students rate them, suggesting ways in which they might improve. Be sure to tie performance to job retention, personal satisfaction, and possible advancement or increased privileges.

Advocacy Feedback on performance is very important to advocacy level students. The key is to keep personnel evaluations meaningful to the student. If there is a system that the student understands and is accustomed to, try to use it in the work environment as well. The criteria in the Worker Evaluation form in this lesson are simple and straightforward to use, and can be adapted to fit the student's feedback system (see *Information Supplement,* "Forms" section, for the Worker Evaluation form). For example, if you traditionally use checklists in which the student receives a star for good performance and nothing for unacceptable performance, apply that system to this list of performance indicators from the checklist. When setting up an evaluation system, remember that it is important to give feedback often at first, perhaps on a daily basis, then fading over time to once a week, every other week, once a month, and so forth. Eventually, you may be able to reduce the feedback significantly, but with most advocacy level students it will be helpful to share the evaluation criteria with the student's coworkers and supervisors and to ask their help in continuing to give the student feedback, either formally or informally, on an ongoing, regular basis.

JK 3
PERSONALITY GOALS
Student Manual reference: 228 - 234

LESSON OBJECTIVES

- Know how personality goals relate to work
- Understand the process of identifying and examining problems
- Review GS 4: Problem Solving Skills
- Review JK 1's "Work Habits" assignment
- Complete "Set a Personality Goal" assignment

ADAPTATIONS

Instructional In order to move into personality goal setting, instructional students may very well need individual counseling or guidance time with their facilitator to discuss the kinds of behaviors they see in themselves currently and those they would choose for an ideal future self. To do some comparisons of these two personas--the present self and the ideal future self--see if students can identify something that they could be working on in the near future to help them grow into the person that they ultimately want to be. The facilitator may choose to record these discussions to play back for the student, or to record notes (braille or print) of the discussion to share with the student as a follow up.

The work habits that students have been analyzing in the earlier part of this unit, both through self-evaluation and that of other people, are a good springboard from which to begin the self-exploration that is so critical to personality goals. Examining those work habits and discussing with the facilitator the kinds of behaviors that people may have observed--both the positives and the negatives--gives students a basis to evaluate how they are performing in the present and how they

would like to improve in the future. The facilitator will need to help students understand that personality goals are long term goals that evolve as the student develops over the course of a lifetime. They are not the quick and easily accomplished goals, such as those goals listed on a "To Do" list. The facilitator may need to help students break these long term goals down into more basic and observable steps, so that progress can be noted on a regular basis.

Advocacy In setting personality goals, it will be primarily the facilitator working with family and other service providers who set and monitors goals. In setting personality goals for the advocacy level student, use your knowledge of the work culture in which the student is working or will most likely be placed, and prioritize the goals based upon what will make the greatest difference in the student being accepted in the work environment. Teach the specific behavior you want the student to exhibit: for example, using a normal speaking tone, smiling, arriving to work on time, or making appropriate physical contact with others. Be creative and innovative in identifying what is rewarding about current behavior and how a different, more appropriate behavior can be reinforced as a substitute. Again, a consistent response from all who come into contact with the behavior related to the goal is important; be sure to communicate the strategy clearly to all people who are in a position to reinforce the behavior change.

JK 4
MONEY MANAGEMENT
Student Manual reference: 235 - 242

LESSON OBJECTIVES

- Understand the difference between a survival budget and budget with money for extras
- Know the categories of expenses and what they mean
- Complete "Budgeting" assignment

ADAPTATIONS

Instructional Examples and instructional experiences organized by the facilitator are very effective ways of approaching this lesson. A number of activities can help students develop a working understanding of how much money it takes to survive once they leave school. Consider the following: using the newspaper classified ads or calling rental agencies to find out the cost of housing; making phone calls to the electric company, phone company, or the water company to calculate average monthly costs of utilities for a family of four versus an individual person; having students do some comparative shopping when they are out with their parents--for example grocery shopping; and, asking the students to make notations of the amount of money that their family spends over the course of a week or month. In addition, help students set up journals in which they enter the amount they spend on food for themselves, recreation, clothing, transportation expenses, and any other expenses over the course of a semester or an academic year. Review the journals periodically to develop their understanding of what kind of income would be required in order to support themselves in the style to which they are accustomed.

Another activity is the projected budget. The facilitator may need to work alongside the student to complete the research component: to ascertain, for example, the cost of a one bedroom apartment, probing to see whether or not the information given to them includes utilities, estimating their average phone expenses, and then plugging this information into a projected budget. In general, the primary role for the facilitator with instructional level students will be to ask the student questions as he or she goes through the process of developing these budgets: to double-check, to make sure that students know the current minimum wage and how it translates into an income working 20 hours a week, 40 hours a week, or 60 hours a week. In this way, students can begin to see the correlation between the amount of money earned and the amount of money a person can afford to spend across various categories. If you have access to newspapers from other cities or the Internet, check on costs in other locations around the country for such things as housing and food, as well as salaries for certain job positions. Make the point that income and expenses vary from location to location, and must be considered in relation to each other.

The facilitator may want to develop some budget examples in addition to those included in the *Student Manual* to use in a group analysis of whether a person is spending too much, too little, or an appropriate amount in terms of their income and the kinds of things that they need in order to live a fairly decent life. Accentuate the element of choice in your hypothetical budgets. For example, one scenario may have a person spending more to live alone because they value it, while another may save money by sharing living quarters but spend more on clothing or entertainment.

Instructional level students learn best by engaging in learning activities that are relevant to them. So if, for example, a student is saving his or her money to purchase a CD player, use CD players as the item for practicing comparison shopping by looking at the different advertisements or pricing players in several stores (with sighted assistance, as necessary). By researching features that are

available, the student learns about relative value: How much time would have to be spent in a work activity to earn enough money to buy a particular piece of equipment? This process helps young people understand that money translates into options with regard to acquiring the things that you want, and doing the things you want to do. A class project might be to plan a field trip to a large city in the state to participate in an extracurricular activity such as a theater production or a museum tour, with students researching and tallying costs to determine how much money to raise for the trip. Individual students might plan a trip, such as a visit to a grandparent or distant friend. The requirement is that the item, activity, or event be of high interest to the student so that the young person is motivated to learn how to analyze and make sense of the concept of money and budgeting by applying it to the subject of interest.

Advocacy It is important to discuss financial arrangements now and for the future with the parents or caregivers of advocacy level students. While the student will likely have limited ability to understand finances, it is important that investigations begin as early as possible for the student's future. Is the family in a position to provide physically and financially for the student's lifetime? What programs can be investigated for future participation? Programs such as Personal Futures Planning can create a warm and supportive atmosphere in which to discuss these issues that are typically difficult but almost always relevant to the advocacy level student (see pp. 100 - 104).

PERSONAL FUTURES PLANNING

Personal Futures Planning (PFP) is an approach to life planning that lends itself well to working with students in transition, particularly advocacy level students. It establishes a vision for the student's future in a supportive environment, creating a circle of people who commit to making that future a reality. Participants in the meetings can include friends and family members, neighbors, service providers, past and present coworkers and employers, community members, professionals--basically, anyone who cares about the student and/or has resources that will contribute to the shared vision of the student's future.

A Comparison Of Approaches *

TRADITIONAL TRANSITION PLAN	PERSONAL FUTURES PLAN
A team of service providers meets annually or more frequently as needed with the parents and youth to develop a plan for educational and related services.	A circle of support made up of the student, parents, and other family members in addition to service providers and general community members meets monthly or as often as needed to develop a future vision for the student and to implement an action plan to achieve the future vision.
A transdisciplinary team conducts and interprets assessment data using standardized and non-standardized assessment mechanisms.	A circle of support gathers, organizes, and manages assessment information into a personal profile and future vision using highly visual (and highly descriptive) graphics known as maps.
The student is invited to participate in the team meeting as appropriate	The circle defines a role in its structure for the student and assists him or her in assuming the role in a respected and competent manner.
Parents are invited to participate in the development of the individualized transition plan (ITP).	Student, parents, other family members, friends, and general community members define the personal profile and future vision, and look to service providers to support the plan, often non-traditionally.
An ITP with a statement of needed transition services is mandated to guide outcomes and support services.	A future vision and an action plan guide the circle's activities and are used to develop the ITP plan content.
Implementation of the ITP is ensured through entitlement services, due process, and professional services.	Implementation of the plan depends upon the commitment of the circle of support to the student and family.

The Personal Futures Planning Meeting Format

A basic format for conducting a Personal Futures Planning meeting follows. Even if there are Individual Educational Planning or Individual Transition Planning documents that you are required to complete, you can often modify the *style* in which you conduct the meeting. Try to involve students by discussing with them who they would like to include at their planning meeting, and don't be too quick to reject suggestions! In one instance, a student asked to have a teenage neighbor at his meeting, and the young man ended up being the one to help the student acquire a job at the restaurant where he worked! Let the student issue the invitations whenever possible and get the parents involved in inviting people they know who could come as an "interested party" to the meeting, with no strings attached.

If possible, hold the meeting in a home or other comfortable setting. If the meeting must be held in school or an institutional setting, try to arrange the seating in a casual, relaxed configuration. Ask participants to help by bringing a box of cookies, a beverage, donuts--the idea of contribution is more important than the actual refreshment. Even a pitcher of water or a pot of coffee is a start! Do things that weave the individuals into a supportive group, such as having different members contribute things, having a non-member be the recorder which will allow all team members to function as an unbroken unit, and maintaining a relaxed, positive tone that invites all to participate in establishing a joint future vision. Use the following outline as a framework for the meeting.

Personal Futures Planning Meeting Outline

Before the meeting:

Consult with people from the student's personal network (SA 1) about who might be helpful to have at a meeting where envisioning the student's future is the focus. Ask a non-participant to serve as the recorder, whose functions are to write down all ideas and information on chart paper that is taped around the room on the walls, and to read information out loud as needed. Headings for the sheets include:

"Who is (student's name)?" "Future Vision," "Assets," "Necessary Steps to Vision," "Challenges to Overcome," and "Challenge-busting Strategies."

At the meeting:

A. Welcome participants or, better yet, have the student practice ahead of time, and have him or her do this part! Explain the purpose of the meeting as an opportunity to focus on (student's name) and ways to assist him/her in creating a future that supports his or her goals in life.

B. Each participant contributes his/her understanding of the student, answering the question "Who is (name)?" Make these statements positive or, at the very least, neutral, including factual information about the student's history and circumstances.

C. Envision a future! What wishes do the student and those who know him or her have for the student's future? These may be educational, residential, vocational, hobbies and interests, health-maintenance related--all domains of life. This is a time to brainstorm without judging the practicality, to develop a shared vision. Later in the meeting, there will be an opportunity to modify the specifics and determine if and how these visions can be realized. This activity, more than any other section of the meeting, is critical to the creation of a close-knit, caring atmosphere: to the extent that this is accomplished, the participants will have a personal stake in the student's success.

D. What assets, in terms of interests, abilities, people-support, and so forth , does the student have that could relate to the vision? Examples might include: "he is friendly"; "has parents that care for and support him"; "likes animals"; "has good hygiene"; "enjoys music"; "has a part-time job that she performs well"; "achieves good grades"; or, "is very self-directed." Keep these positive and list as many as possible, without being patronizing.

E. Now it is time to blend the student's assets with the vision. What opportunities are there to move toward the vision? What common denominators of the vision are most important to the student, and what intermediate steps toward reaching these goals, however small, are achievable?

F. What challenges, relative to "E" does the student face? These might address personal barriers such as needing to develop more patience, to environmental issues such as establishing adequate transportation. These statements should be directly linked to the steps to reach student goals that was charted in "E." This will serve to increase understanding and motivation for the student and the group to invest in overcoming the challenges ahead.

G. What are some effective ways to break through these barriers; ways to respond to these challenges? These will become goals and objectives. Be sure to specify who will take responsibility for each, and the time frame in which the specified action is to be completed. Write down these goals, responsible parties, and completion dates and make sure every participant has a copy. Have a checks and balances system to make sure people are working on their responsibilities (e.g., student calls and checks with the responsible party in a week, the person notifies the meeting leader within a specified time period, a "check-back" meeting is scheduled for a particular date.)

While there is no "magic bullet" in creating effective outcomes for students, personal futures planning offers an approach that encourages group cohesiveness and individual ownership. The best plans are the ones that reflect the student's wishes for his or her life: they are the ones most likely to succeed. If you would like more information about person centered planning processes, explore the resources listed below.

PFP Resources

Mount, Beth, Ducharme, George, & Beeman, Pat. (1991). *Person Centered Development.* Manchester, CT: Communitas, Inc., P.O. Box 374, Manchester, CT 06040. Phone: 203-645-6976

Mount, Beth. (1991). *Dare to Dream.* Manchester, CT: Communitas, Inc. P.O. Box 374, Manchester, CT 06040. Phone: 203-645-6976

Moss, Kate, & Wiley, David. (1993). *A Personal Futures Plan.* Austin: Texas School for the Blind and Visually Impaired, Outreach Department, 1100 W. 45th St., Austin, TX 78656

Vandercook, Terry, York, Jennifer, & Forest, Marsha. *The McGill Action Planning System (MAPS): A Strategy for Building the Vision.* The Journal of the Association for Persons with Severe Handicaps. Vol. 14 (*3*), Fall 1989, pps. 205-215.

---

* Adapted from: Everson, J. (Ed.). (1995). *Transition services for youths who are deaf blind: A "best practices" guide for educators.* Sands Point, NY: Helen Keller National Center, Technical Assistance Center

Additional resources are available in the Student Manual Resources unit.

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), 4600 Duke Street, Suite 430, P.O. Box 222397 Alexandria, VA 22304. Phone: 703-823-9690 Fax: 823-9695.
As the professional association for the field, AER sponsors an international conference every two years and publishes a newsletter, *AER Report* six times a year. Other publications include *RE:view* and *Job Exchange Monthly* (see "Periodicals").

Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. Phone: 703-620-3660; 800-232-7323 (publications); 800-845-6232 (membership). Fax: 703-264-9494.
CEC provides a variety of support and information services to professionals who work with children with disabilities. Contact for information on publications and services. Publish the periodicals *Exceptional Children* and *Exceptional Parent* (see "Periodicals").

The Lighthouse National Center for Vision and Child Development, 111 East 59th St., New York, NY 10022. Phone: 212-821-9491; 800-334-5497 Fax: 212-821-9705 TDD: 212-821-9713 E-mail: mbeck@lighthouse.org
Works with families of children who are visually impaired and blind, professionals, and the general public. The center's main purpose is to establish connections among the many people who can enhance the early development of children who are visually impaired and blind. Offer print and audio/visual products about vision and child

development. Publishes *Aging and Vision News* and *Envision* newsletter (see "Periodicals").

National Association for Parents of the Visually Impaired. P.O. Box 317, Watertown, MA 02272-0317. Phone: 800-562-6265 Fax: 617-972-7444.
Offers support, information, and service to parents and families of children who are visually impaired. Publishes a newsletter, *Aware* (see "Periodicals").

National Library Service for the Blind and Physically Handicapped, The Library of Congress, Washington, DC 20542.
Reference Circulars are published periodically in topical areas, such as "Information and Advocacy Organizations" (No. 96-01, January 1996) and "Assistive Devices for Reading" (No. 93-02, September, 1993)

National Rehabilitation Information Center (NARIC), 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Phone: 301-588-9284; 800-346-2742.
A library and information center on disability and rehabilitation funded by the National Institute on Disability and Rehabilitation Research with the mission of collecting and disseminating information.

Intervention levels indicated in bold following entry:
I = Informational & Instructional, A = Advocacy

AER Report. **Association for Education and Rehabilitation of the Blind and Visually Impaired, 4600 Duke Street, Suite 430, P.O. Box 22397 Alexandria, VA 22304, 703-823-18449690 Fax: 823-9695.**
Newsletter published six times a year with current information on topics of interest to professionals and others involved in the field of blindness. **(I & A)**

Career Opportunities News. **Garrett Park Press, Garrett Park, MD 20896. Six issues per year plus bonuses. 1yr, $30.**
A newsletter that offers good information on the job market for people of all ages, disabled and non-disabled. **(I)**

Exceptional Children. **CEC Subscriptions, 1920 Association Drive, Reston, VA 22091-9810. Phone: 703-620-3660.** Publishes original research on the education of children who are disabled and articles in professional issues of concern to special educators. Published four times per year. **(I & A)**

Exceptional Parent. **P.O. Box 3000, Department EP, Denville, NJ 07834-9919. Phone: 800-247-8080.**
Dedicated to helping parents, professionals, and educators care for a child or young adult with a disability. Published monthly. **(I & A)**

Job Exchange Monthly. **The Association for Education and Rehabilitation of the Blind and Visually Impaired, 206 N. Washington Street, Suite 320, Alexandria, VA 22314. Phone: 703-823-9690. Fax: 703-823-9695.**
National job listings in the field of visual impairment and blindness. **(I)**

Journal Of Visual Impairment & Blindness **(JVIB). AFB Press, 11 Penn Plaza, Suite 300, New York, NY 10001. Phone: 212-502-5463 Fax: 212-502-7774.**
The international, interdisciplinary journal of record on blindness and visual impairment published bi-monthly. **(I & A)**

RE:view ***(Rehabilitation And Education For Blindness And Visual Impairment).*** **Published quarterly under the auspices of the Association for Education and Rehabilitation of the Blind and Visually Impaired, 4600 Duke Street, Suite 430, P.O. Box 22397 Alexandria, VA 22304, 703-823-18449690 Fax: 823-9695.**
Provides opportunities for publication of materials authored by professionals in the field of blindness. Articles represent a variety of opinions and divergent ideas on issues in the education and rehabilitation of children and adults who are blind and visually impaired. **(I & A)**

Attmore, M. (1990). ***Career Perspectives: Interviews With Blind And Visually Impaired Professionals.*** **New York: American Foundation for the Blind.**
This is a series of interviews with blind and visually impaired people performing white collar jobs. **(I)**

Azrin, N. & Besalel, V. (1980). ***Job Club Counselor's Manual: A Behavioral Approach To Vocational Counseling.*** **Austin, TX: PRO-ED.**
An excellent counselor's manual that describes how to set up and monitor a job club for job seekers. Excellent forms are included. **(I)**

Berkell, D. E. & Brown, J. M. (1989). ***Transition From School To Work For Persons With Disabilities.*** **New York: Longman. Phone: 800-552-2259.**
In this collected work, authors address the key issues in the transition process and review how current practices and trends affect clients, professionals, and families. **(A)**

Bolles, R. N. (1972, revised annually). ***What Color Is Your Parachute?*** **Berkeley, CA: Ten Speed Press.**
The classic career counseling resource book. This book includes numerous self-exploration activities as well as labor market information. **(I)**

Brolin, D. E. (1989). ***Life Centered Career Education: A Competency Based Approach.*** **Reston, VA: Council for Exceptional Children.**
An excellent textbook that details the Life-Centered Career Education model for students with disabilities. 102 competencies in three major

areas--Daily Living skills, Personal/Social skills, and Occupational Guidance and Preparation--are identified and discussed. **(I & A)**

Clark, G.M. & Kolstoe, O.P. (1995). ***Career Development And Transition Education For Adolescents With Disabilities.*** **Boston: Allyn and Bacon. Phone: 800-223-1360**
The model presented attempts to broaden the educational choices of high school students and their families to include the academic, personal, social, employability, and daily living skills and knowledge prerequisite to effective adult living and a satisfying life-style. The model can be used as a guide for curricula and program services and as a standard for judging the adequacy of high school programming. **(I)**

Ellis, D. (1994). ***Becoming A Master Student.*** **7th edition. Rapid City, SD: Houghton Mifflin Company.**
This manual is a comprehensive guide for presenting effective student success courses. A student worktext and an instructor text are available, as well as numerous other materials. The manual offers, in a variety of approaches, a comprehensive scope of materials in areas such as notetaking, organization, writing skills, and relationships. **(I)**

Espinola, O. & Croft, D. (1991). ***Solutions: Access Technology For People Who Are Blind.*** **Boston: National Braille Press.**
Explains the in's and out's of technology in language that makes sense to non-technical types! Covers a full range of topics, including but not limited to, word processing applications, record management, speech access systems, braille access system, and optical character readers. **(I)**

Everson, J.M. (Ed.). (1995). ***Transition Services For Youths Who Are Deaf-Blind: A "Best Practices" Guide For Educators.*** **The Helen Keller National Center--Technical Assistance Center, 111 Middle Neck Rd., Sands Point, NY 11050. Phone: 516-944-8900 Fax: 516-944-7302.**
This document was developed in cooperation with the U.S. Department of Education. It provides an up-to-date overview of the scope and issues involved in transition planning and practice. Quality indicators are described in a number of domains, including but not limited to communication, medical and health issues, orientation and mobility, and developing involvement in work, leisure, continued education, and family arenas. Includes forms and checklists to help in intervention. **(A)**

Everson, J.M. (1993). ***Youth With Disabilities: Strategies For Interagency Transition Programs.*** **Boston: Andover Medical Publishers. Phone: 516-421-9421.**
Approaches the business of transition planning for youth with disabilities from a multi-agency, multi-disciplinary perspective. Provides excellent information about how to approach and perform the many aspects of transition, with helpful charts and forms. **(I & A)**

Gaylord-Ross, R. (Ed.). (1988). ***Vocational Education For Persons With Handicaps.*** **Mountain View, CA: Mayfied Publishing Company. Phone: 800-433-1279.**
Describes the multifaceted process of career preparation, including methods from teaching, business, counseling, administration, psychology, and economics. Contributors provide state-of-the-art information about the practice of vocational special education, including descriptions of exemplary programs, citations of current research, legislation and policy issues, and case studies. **(I)**

Greenwood, R. & Johnson, V. A. (1985). ***Employer Concerns Regarding Workers With Disabilities.*** **Hot Springs, AR: Arkansas Research and Training Center in Vocational Rehabilitation.**
This book details a study that looked at workers with differing disabilities in an effort to discern what issues were of importance to prospective employers. **(I)**

Horner, R. H., Meyer, L. H. & Fredericks, H.S.B. (Eds). (1986). ***Education Of Learners With Severe Handicaps.*** **Baltimore: Paul H. Brookes.** Includes innovative curricular strategies for community-referenced education of students with disabilities. **(A)**

Kendrick, D. (1993). ***Jobs To Be Proud Of.*** **New York: American Foundation for the Blind**.
This book consists of a series of interviews with blind and visually impaired people performing blue collar jobs. **(I & A)**

Kiernan, W.E. & Stark, J.A. (Eds). (1986). ***Pathways To Employment For Adults With Developmental Disabilities.*** **Baltimore: Paul H. Brookes.**
Authorities in the field contributed to create a book that provides a thorough discussion of designs and strategies to make employment a reality by providing a new conceptual model of service. **(A)**

Kokaska, C.J., Brolin, D.E. (1985). ***Career Education For Handicapped Individuals.*** **2nd edition. Columbus, OH: McGraw Hill. Phone: 212-512-2000.**
This book depicts career education as a sequence of planned learning activities that prepare individuals to participate in various occupational, avocational, family, civic, and retirement roles. It examines lifelong career development needs and provides a mix of daily living, personal-social, and occupational activities for elementary students through adults. **(I)**

Loumiet, R. & Levack, N. (1991). ***Independent Living. A Curriculum With Adaptations For Students With Visual Impairments.*** **Austin: Texas School for the Blind and Visually Impaired, 1100 W. 45th St., Austin, TX 78756-3494. Phone: 512-454-8631.**
A three-volume curriculum covering areas of social competence, self care & maintenance of personal environment, and play & leisure skills. **(I & A)**

Mcloughlin, C. S., Garner, J. B., Callahan, M. (Eds.). (1987). ***Getting Employed, Staying Employed: Job Development And Training For Persons With Severe Handicaps.*** **Baltimore: Paul H. Brookes Publishing Company.**
Investigates the processes involved in employing systems by which employment personnel can develop jobs in integrated settings, and methods for facilitating these opportunities for persons labeled "severely handicapped." **(A)**

National Longitudinal Transition Study of Special Education Students **(NLTS). (1990). SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025-3493. Phone: 415-326-6200.**
Sponsored by a grant from the federal government, this long-term study of life-outcomes for special education students has produced numerous reports, one of which deals specifically with youth categorized as Visually Impaired (Statistical Almanac, Volume 6). Call or write for publications list. **(I & A)**

National Occupational Information Coordinating Committee. (1986). ***Using Labor Market Information In Career Exploration And Decision Making.*** **Garrett Park, MD: Garrett Park Press.**
An excellent facilitator resource that discusses career development theory as well as materials, services, and resources available to the general population. **(I)**

Powell, T.H., Pancsofar, E.L., Steere, D.E., Butterworth, J., Itzkowitz, J.S., & Rainforth, B. (1991). ***Supported Employment: Providing Integrated Employment Opportunities For Persons With Disabilities.*** **New York: Longman. Phone: 800-552-2259.**
Provides a foundation for implementing supported employment services, and discusses minimum standards for programs. Eighteen chapters cover essential ingredients for comprehensive supported employment services. **(A)**

Rabby, R. & Croft, D. (1989). ***Take Charge: A Strategic Guide For Blind Job Seekers.*** **Boston, MA: National Braille Press.**
The authors provide interesting activities for self-exploration and discuss issues related to accessing the labor market with a visual disability. **(I)**

Sacks, S. & McCallum, B.J. (Eds). (1994). ***Social Skills Curriculum For Children With Visual Impairment.*** **CA: Santa Clara County Schools.**
Divided into three ages groupings: preschool, elementary, and secondary. Offers goals and objectives for social skill development, as well as learning activities. **(I & A)**

Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). ***Learning A Living: A Blueprint For High Performance. A SCANS Report For America 2000.*** **Washington: U.S. Department of Labor. Phone: 800-688-9889.**
This is a report that presents data that reflects what qualities and skills employers are looking for when hiring high school graduates. **(I & A)**

Wegman, R. & Chapman, R. (1990). *The Right Place At The Right Time: Finding A Job In The 1990s.* Berkeley, CA: Ten Speed Press.
This is another job-seeking skills handbook written for the general public that has some interesting labor market statistics and information about effective job search strategies. **(I)**

Wehman, P. (1992). *Life Beyond The Classroom.* Baltimore: Paul H. Brookes.
Helpful guide to planning, designing, and implementing successful transition programs for students with disabilities. **(A)**

Wilcox, B. & Bellamy, G.T. (1982). *Design Of High School Programs For Severely Handicapped Students.* Baltimore: Paul H. Brookes.
Integrates best practices and promising approaches to result in more effective, efficient, integrated, and humanizing service models for severely handicapped students. **(A)**

Braille Literacy At Work. **(1994). Sally S. Mangold, Ph.D., Mary Ellen Pesavento, M.A. Castro Valley, CA: Sally S. Mangold & Mary Ellen Pesavento.**
This video presents a number of workers who are blind as they discuss the way that braille assists them in performing their jobs. 28 minutes. **(I)**

Focused...On Social Skills Development. Assessment Techniques-Children And Youth With Visual Disabilities. (1996). Available from Karen Wolffe, Ph.D. Phone: 888-FOCUS SW (362-8779) or from Sharon Sacks, Ph.D. Phone: 888-FOCUS NW (362-8769).
Explores the rationale for social skills assessment and details methodologies. Viewers have the opportunity to see the assessment process applied with children and youth with visual disabilities. 21 minutes. **(I)**

Focused...On Social Skills Development. Importance And Need For Social Skills In The Lives Of People With Visual Disabilities. (1996). Available from Karen Wolffe, Ph.D. Phone: 888-FOCUS SW (362-8779) or from Sharon Sacks, Ph.D. Phone: 888-FOCUS NW (362-8769).
Introduces viewers to the importance of social skills for individuals with visual disabilities. Social skills development theories are briefly described. Numerous children and youth with visual disabilities demonstrate social competence. Three adults with visual impairments discuss their reliance on social skills to develop and maintain relationships and live satisfying lives. 26 minutes. **(I)**

Insight Series. Bridges to INDEPENDENCE. (1991). **Braille Institute of America, 741 N. Vermont Ave., Los Angeles, CA 90029. 1-800-BRAILLE. RCA/Columbia Pictures Home Video, 3500 W. Olive Ave., Burbank, CA 91505. ISBN 0-8001-08773-6.**
This video provides information to visually impaired teens, their parents and the professionals who serve them on such topics as developing social skills, communication techniques, self-esteem, mainstreaming teens into group activities, independent living skills, and building a team in order to discover and experience everyday surroundings. 27 minutes. **(I)**

Insight Series. Work Sight.(1991). **Braille Institute of America, 741 N. Vermont Ave., Los Angeles, CA 90029. 1-800-BRAILLE. RCA/Columbia Pictures Home Video, 3500 W. Olive Ave., Burbank, CA 91505. ISBN 0-8001-0872-8.**
This video looks at how employers and visually impaired job seekers can benefit from forming a partnership in the workplace. It also shows that being visually impaired does not have to be a barrier to finding a job. Intended audience is teenagers.
27 minutes. **(I)**

Transition From A Summer Work Experience Program To Adulthood. **(1987). Oregon Commission for the Blind, 535 S.E. 12 Avenue, Portland, OR 97214. Phone: 503-731-3230.**
Profiles four visually impaired adults who were featured ten years earlier in a film, *On My Own,* documenting their participation in a summer work program. They are interviewed on this video, ten years later, discussing job skills, social skills, independent living skills, and the role of self-confidence in the workplace.
14 minutes. **(I)**

Career Occupational Preference System (COPS). EdITS, P.O. Box 7234, San Diego, CA 92107. Phone: 619-222-1666. MEDIA: lp

Self-Directed Search (SDS), Form R. Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556 Phone: 800-331-TEST (8378). MEDIA: b, d

RESOURCES
Sources For Aids And Appliances

This list contains selected national vendors--many states and provinces have local vendors, as well. Contact for catalog.

American Printing House for the Blind, P.O. Box 6085, 1839 Frankfort Avenue, Louisville, KY, 40206-0085. Phone: 502-895-2405; 800-223-1839. Fax: 502-899-2274.

Ann Morris Enterprises, Inc., 890 Farms Court, East Meadow, New York, 11554-5101. Phone: 516-292-9232. Fax: 516-564-9692.

Exceptional Teaching Aids, 20102 Woodbine Avenue, Castro Valley, CA, 94546. Phone: 800-549-6999.

Howe Press of Perkins School for the Blind, 175 North Beacon St., Watertown, MA, 02172. Phone: 617-924-3490. Fax: 617-926-2027.

Independent Living Aids, Inc., 27 East Mall, Plainview, NY, 11803-4404. Phone: 516-752-8080; 800-537-2118. Fax: 516-752-3135.

Low Vision Products, 36-20 Northern Blvd., Long Island, NY, 11101. Phone: 800-829-0500.

LS & S Group, Inc., P.O. Box 673, Northbrook, IL, 60065. Phone: 800-468-4789. Fax: 847-498-1482.

Maxi-Aids, 42 Executive Boulevard, P.O. Box 3209, Farmingdale, NY, 11735. Phone: 800-522-6294. Fax: 516-752-0689.

Science Products, P.O. Box 888, Southeastern, PA 19399. Phone: 800-888-7400; 800-222-2148. Fax: 215-296-0488.

Contact for catalogs of available publications.

AFB Press, 11 Penn Plaza, Suite 300, New York, NY, 10001. Phone: 212-502-7650. Fax: 212-502-7774.

American Printing House for the Blind, Inc., 1839 Frankfort Ave., P.O. Box 6085, Louisville, KY, 40206-0085. Phone: 502-895-2405; 800-223-1839. Fax: 502-899-2274 E-mail: info@aph.org.

Braille Institute Press, 741 N. Vermont Avenue, Los Angeles, CA, 90029. Phone: 213-663-1111.

Paul H. Brookes Publishing Co., Box 10624, Baltimore, MD, 21285-0624. Phone: 410-337-9580; 800-638-3775. Fax: 410-337-8539.

Council for Exceptional Children, 1920 Association Dr., Reston, VA, 22091. Phone: 703-620-3660; 800-232-7323. Fax: 703-264-9494.

Garrett Park Press, P.O. Box 190M, Garret Park, MD, 20896. Phone: 301-946-2553.

JIST Works Inc., 720 N. Park Ave., Indianapolis, IN, 46202-3431. Phone: 317-264-3720; 800-648-5478. Fax: 317-264-3709.

National Braille Press, 88 Saint Stephen St., Boston MA 02115. Phone: 617-266-6160. Fax: 617-437-0456. E-mail: dcroft@world.std.com.

Peterson's Guides, Box 2123, Princeton, NJ, 08543-2123. Phone: 609-243-9111; 800-338-3282. Fax: 609-452-0966.

PRO-ED, 8700 Shoal Creek Blvd., Austin, TX, 78757-6897. Phone: 512-451-3246. Fax: 512-451-8542.

Psychological Assessment Resources, Inc., P.O. Box 998, Odessa , FL, 33556. Phone: 800-331-8378. Fax: 800-727-9329.

Ten Speed Press, Box 7123, Berkeley, CA, 94707. Phone: 510-559-1600; 800-841-BOOK (2665). Fax: 510-524-1052.

U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 20402. Phone: 202-512-1800; 202-512-0000; 800-688-9889.

Braille Institute, 741 N. Vermont Avenue, Los Angeles, CA, 90029. Phone: 213-663-1111; 800-BRAILLE (272-4553).

Jewish Braille Institute of America, 110 East 30th St., New York, NY, 10016. Phone: 212-889-2525; 800-433-1531.

Library Reproduction Service, Microfilm Company of California, 1977 S. Los Angeles Street, Los Angeles, CA, 90011. Phone: 213-749-2463; 800-255-5002.

National Braille Association, 3 Townline Circle, Rochester, NY, 14623-2513. Phone: 716-427-8260.

Recording for the Blind and Dyslexic (RFBD), 20 Roszel Rd., Princeton, NJ, 08540. Phone: 609-452-0606; 800-221-4792. Fax: 609-987-8116.

Recording Services for the Visually Handicapped, P.O. Box 610, Falls Church, VA, 22040. Phone: 703-533-7413. Check with RFBD first. If they cannot fulfill your request, contact this organization.

RESOURCES
Toll-free Phone Number Quick List

ABLEDATA	800-227-0216
American Council of the Blind	800-424-8666
American Foundation for the Blind	800-232-5463
American Printing House for the Blind	800-223-1839
AT&T Accessible Communications Center	800-233-1222
Council for Exceptional Children (membership)	800-845-6232
ERIC Clearinghouse on Adult, Career & Vocational Education	800-848-4815
Federal Student Financial Aid Information	800-433-3243
Higher Ed. and the Handicapped (HEATH) Resource Center	800-544-3284
Job Accommodation Network	800-526-7234
Job Opportunities for the Blind	800-638-7518
National Information Center for Children & Youth with Handicaps	800-695-0285
National Library Service for the Blind and Physically Handicapped	800-424-8567

National Rehabilitation Information Center	800-346-2742
Recording for the Blind and Dyslexic	800-221-4792
Social Security Administration	800-772-1213
US Dept. of Education Information Office	800-424-1616
Vocational Rehabilitation Hotline	800-222-5627
U.S. Equal Employment Opportunity Commission	800-669-3362

FORMS

Permission is granted to reproduce forms.

Vocational Profile Form for Youths Who Are Blind and Visually Impaired *

I. GENERAL INFORMATION

Individual's Name: _____ Date of Assessment:_____

Date of Birth: _____ Social Security Number: _____

Current Program or Status: _____

Brief Description of Disability:_____

_____

Contact Person: _____

Address: _____

Telephone Number: _____

Name of Person Completing Form: _____

Telephone Number: _____

Please check all sources of data information used to complete this assessment.
Check all appropriate responses.

_____ school records
_____ psychological records
_____ medical records
_____ vocational records
_____ other (please specify)
_____

_____ interview
_____ interview with family member
_____ interview with friends or advocate
_____ interview service provider
_____ other (please specify)
_____

_____ observation in school setting
_____ observation in vocational setting
_____ observation in residential setting
_____ observation in community setting
_____ other (please specify)
_____

* Adapted from: Everson, J. (Ed.). (1995). *Transition services for youths who are deaf blind: A "best practices" guide for educators*. Sands Point, NY: Helen Keller National Center, Technical Assistance Center.

II. FOLLOWING A REVIEW OF THE INDIVIDUAL'S SCHOOL, PSYCHOLOGICAL, MEDICAL, AND VOCATIONAL RECORDS; INTERVIEWS WITH THE INDIVIDUAL, FAMILY MEMBERS, AND SERVICE PROVIDERS; AND ONE OR MORE OBSERVATIONS OF THE INDIVIDUAL IN A VARIETY OF SETTINGS, INDICATE THE MOST APPROPRIATE RESPONSE(S) FOR EACH ITEM PLEASE CHECK ALL THAT APPLY. PLEASE ANSWER EACH QUESTION USING ALL AVAILABLE INFORMATION AND DATA.

1. ***AVAILABILITY:***

Will work weekends	Will work evenings	Will work part-time	Will work full-time
_____	_____	_____	_____

Comments: _____

2. ***TRANSPORTATION:***

Access to specialized transit services	Lives on bus route or subway route	Family will transport	Will walk	Will transport self
_____	_____	_____	_____	_____

Comments: _____

3. ***INDEPENDENT STREET CROSSING SKILLS:***

None	Crosses 2 lane street with light	Crosses 2 lane street without light	Crosses 4 lane street with light	Crosses 4 lane street without light
_____	_____	_____	_____	_____

Comments: _____

4. ***INITIATIVE / MOTIVATION:***

Avoids next task	Waits for directions	Sometimes volunteers	Always seeks work
_____	_____	_____	_____

Comments: _____

5. ***STRENGTH: LIFTING AND CARRYING***

Poor (4 - 9 lbs.)	Fair (10 - 25 lbs.)	Average (26 - 49 lbs.)	Strong (50 lbs.)
_____	_____	_____	_____

Comments: _____

6. ***ENDURANCE:***

Works < 2 hours; No breaks	Works 2 - 3 hours; No breaks	Works 3 - 4 hours; No breaks	Works > 4 hours; No breaks
_____	_____	_____	_____

Comments: _____

7. ***ORIENTATION:***

Small areas of a room only	One room	Several Rooms	Building-wide	Community-wide
_____	_____	_____	_____	_____

Comments: _____

8. ***MOBILITY:***

Uses sighted guide	Uses trailing	Uses cane	Uses guide dog	Uses wheelchair/ walker	Uses electronic travel aids
_____	_____	_____	_____	_____	_____

Comments: _____

9. ***INDEPENDENT MOVEMENT:***

Rarely moves independently	Moves easily in an empty room	With a few people/obstructions	In congested areas
_____	_____	_____	_____

Comments: _____

10. ***INDEPENDENT WORK RATE (WITHOUT PROMPTS OR CUES):***

Slow	Average, steady pace	Above average/ sometimes fast	Consistent, fast pace
_____	_____	_____	_____

Comments: _____

11. ***APPEARANCE:***

Unkempt/poor hygiene	Unkempt/good hygiene	Neat/clean, but unmatched clothing	Neat/clean, and matched clothing
_____	_____	_____	_____

Comments: _____

12. ***COMMUNICATION:***

Uses gestures/ vocalizations	Uses basic signs	Uses communication cards/book/ assistive devices	Communicates clearly in signs	Uses speech
_____	_____	_____	_____	_____

Comments: _____

13. ***SOCIAL INTERACTIONS:***

Responds inappropriately and frequently	Responds inappropriately but infrequently	Responds appropriately but infrequently	Responds appropriately and frequently
_____	_____	_____	_____

Comments: _____

14. ***UNUSUAL BEHAVIOR:***

Many unusual behaviors	Few unusual behaviors	No unusual behaviors
_____	_____	_____

Comments: _____

15. ***ATTENTION TO TASK / PERSEVERANCE:***

Frequent prompts required	Intermittent prompts/ high supervision required	Intermittent prompts/ low supervision required	Infrequent prompts/ low supervision required
_____	_____	_____	_____

Comments: _____

16. ***SEQUENCING OF JOB DUTIES:***

Cannot perform tasks in sequence	Performs 2-3 tasks in sequence	Performs 4-6 tasks in sequence	Performs more than 7 tasks in sequence
_____	_____	_____	_____

Comments:_____

17. ***ADAPTING TO CHANGE:***

Rigid routine required	Adapts to change with great difficulty	Adapts to change with some difficulty	Adapts to change
_____	_____	_____	_____

Comments:_____

18. ***REINFORCEMENT NEEDS:***

Frequent reinforcement throughout tasks	Reinforcement daily	Reinforcement weekly	Pay check sufficient reinforcement
_____	_____	_____	_____

Comments: _____

19. ***DISCRIMINATION SKILLS:***

Cannot distinguish between work supplies even with tactual cue	Distinguishes between work supplies with a tactual cue	Distinguishes between work supplies without a tactual cue
_____	_____	_____

Comments:_____

20. ***TIME AWARENESS:***

Unaware of time and clock function	Identifies breaks and lunch	Can tell time to the hour	Can tell time in hours and minutes
_____	_____	_____	_____

Comments: _____

21. ***FUNCTIONAL READING:***

None	Sight words/ symbols	Simple reading, print	Fluent reading, print	Reads Braille, Grade 1	Reads Braille, Grade 2
_____	_____	_____	_____	_____	_____

Comments:_____

22. ***FUNCTIONAL MATH:***

None	Simple counting	Simple addition/ subtraction	Complex computational skills
_____	_____	_____	_____

Comments: _____

23. ***HANDLING CRITICISM / STRESS:***

Resistant/ argumentative	Withdraws into silence	Accepts criticism/does change behavior	Accepts criticism/ changes behavior
_____	_____	_____	_____

Comments:_____

24. ***ACTS / SPEAKS AGGRESSIVELY:***

Hourly	Daily	Weekly	Monthly	Never
_____	_____	_____	_____	_____

Comments:_____

25. ***DISTANCE VISION:***

Can visually locate or read:	*Not at all*	*5 feet*	*10 feet*	*20 feet*
• Large objects (furniture, people)	_____	_____	_____	_____
• Small objects (food item, work pieces)	_____	_____	_____	_____
• Indoor/outdoors signs (rest room, office numbers, exit)	_____	_____	_____	_____

Comments:_____

26. ***DEPTH PERCEPTION:***

When reaching for an object:

Needs many tries to get it	Needs a few tries	Gets it on first try
_____	_____	_____

Comments: _____

27. ***VISUAL FIELDS:***

When walking:	Very Often	Sometimes	Rarely
• Trips over curbs, uneven walkways; uneasy on stairs	_____	_____	_____
• Bumps into walls, other people, protruding objects	_____	_____	_____

Comments: _____

28. ***NEAR VISION:***

Can see/read/identify visually:

watch	_____
clock	_____
paper money	_____
coins	_____
telephone directory	_____
price tags	_____
newspaper headlines	_____
newspaper print	_____
computer screen	_____
other	_____

Comments: _____

29. ***LIGHTING:***

Has difficulty with:

bright light/glare	_____	adjusting to change in lighting	_____
dimly lit areas	_____	night blindness	_____

Comments: _____

30. ***COLORS:***

Identifies colors	_____
Confuses similar colors (e.g., blue and black)	_____
Sees better if background is contrasting color	_____

Comments: _____

III. PLEASE SUMMARIZE ALL AVAILABLE DATA AND INFORMATION IN EACH OF THESE AREAS.

1. Medical History (Describe vision loss and medical stability):

2. Residential History:

3. Family Support Available:

4. Financial Needs of Applicant:

5. Friends and Social Group:

6. General Employment Near Home:

7. Informal Work Performed at Home:

8. Paid Employment Experiences:

9. Type of Work The Applicant Wants to Do:

IV. DESCRIPTION OF "IDEAL" EMPLOYMENT SITUATION

(This is a composite, narrative, or graphic description based on input by applicant, parents/guardians, service agency staff, and data information from assessment.)

Job Site Observation Form

Name:
Date:
Job Title:
Name of Worker(s) Observed:
Observation Site (include address/phone):

General Observations (include information about physical layout, lighting, space, office arrangements; number and type of workers; proximity to restaurants for lunch options; overall pace of work environment; neighborhood safety; transportation options; etc.):

Job Tasks Observed (include information about frequency and duration of tasks performed; physical, mental, emotional strength required to perform; note whether tasks are performed independently or in groups; note amount of supervision provided):

Application For Employment

PERSONAL

Name _____Telephone_____
Last First Middle

Address _____
No./Street City State Zip

Social Security # _____ Are You Under Age 18? _____

Position(s) Applying For _____Expected Pay Rate _____
Circle: Hourly Weekly

How Did You Learn Of This Opening?_____

Available To Work: Full-time _____ Part-time_____
Specify days and hours

Date You Can Start _____

Have You Previously Worked For This Company? _____
Specify dates and position

WORK HISTORY (Begin With Most Recent Position)

Employer	Job Duties	Employment Dates	Pay Rate	Reason for Leaving
Name _____ Address_____ _____ _____ Phone_____ Supervisor_____				
Name_____ Address_____ _____ _____ Phone_____ Supervisor_____				

Have You Ever Been Convicted Of A Crime, Other Than A Minor Traffic Violation? (Only Job Related Convictions Are Considered) Yes ___ No ___
If Yes, Please Explain _____

EDUCATIONAL EXPERIENCE

Circle Last Grade Completed:
8 or less 9 10 11 12 GED

Name Of School _____ Are You Currently A Student? _____

Circle Last Year Of College, Tech, Or Business School:
1 2 3 4 Graduated? Yes _____ No _____

Name Of School _____ Major Area Of Study _____

APPLICANT'S CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make an investigation of my personal history and employment record. I authorize persons, schools, current employer (if applicable), and previous employers and organizations named in the application (and accompanying resume, if any) to provide company with any relevant information that may be required to arrive at an employment decision.

_____
Signature

_____
Date

Interviewer Checklist

Interviewer:
Date:
Interviewee:

Impression of the Student	Good	Average	Needs Work
Appearance			
Introduction			
Established friendly interaction with interviewer			
Gave brief, clear personal description			
Explained work experience as relates to job			
Made 3 positive statements about self			
Paid attention; good body posture and eye contact			
Quality of answers to interviewer's questions			
Quality of interviewee's questions to interviewer			
Understanding of job duties			
Knowledge of company			
Motivation to work			
Demonstration of interest in job			
Ability to "sell" self			
Knowledge of next steps in hiring process			

Worker Evaluation

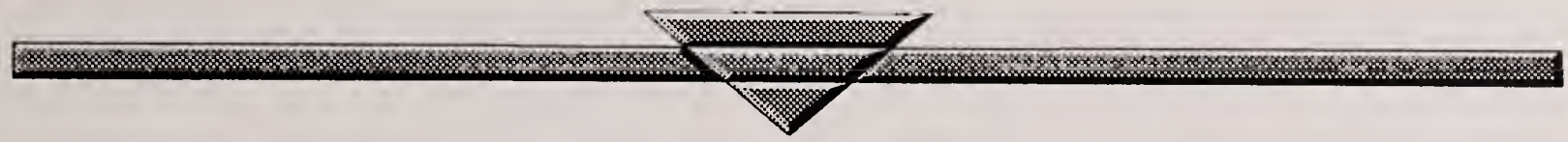
Name of Employee: _____

Evaluator: _____

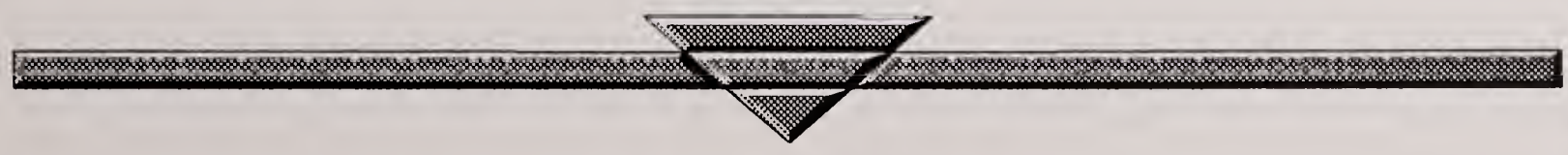
Date: _____

Work Behavior	Good	Average	Needs Improvement
Appearance			
Attendance			
Punctuality			
Cooperation			
Friendliness			
Participation			
Follows instructions			
Productivity			
Quality of Work			
Doesn't let personal problems interfere			

Comments:



STUDENT MANUAL



TRANSITION TOTE SYSTEM

Navigating the Rapids of Life

STUDENT MANUAL

Published By

American Printing House for the Blind, Inc.
P.O. Box 6085
1839 Frankfort Avenue
Louisville, KY 40206-0085
Phone: 502-895-2405
Customer Service: 800-223-1839
Fax: 502-899-2274
E-mail: info@aph.org
Website: http://www.aph.org

Transition Tote System

Catalog numbers:

Student Kit (large print)	1-08200-00
Student Kit (cassette)	1-08201-00
Student Kit (braille)	1-08203-00
Information Supplement (print)	7-08200-00
Information Supplement (braille)	5-08200-00
Replacement Tote Case	1-08202-00

All product names mentioned in this manual are under the trademark of their respective companies.
Copyright © 1997

If you have questions about this manual or if there are any other ways in which we can be of help, please feel free to call or write either of the authors:

Dr. Karen Wolffe
Career Counseling and Consultation
P.O. Box 341
Manchaca, TX 78652-9998
Phone: 512-280-5792
Fax: same as phone
E-mail address: 75254.2250@compuserve.com

Debbie Johnson, Research Associate
American Printing House for the Blind, Inc.
Department of Educational and Technical Research
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206-0085
Phone: 502-895-2405, ext. 327
800-223-1839
Fax: 502-899-2274
E-mail address: djohnson@aph.org

Cover art courtesy of Class VI River Runners, Inc. and White Water Photography, Lansing, West Virginia

TABLE OF CONTENTS

ACKNOWLEDGMENTS v

GETTING STARTED (GS) 1 - 43

Unit Overview 1
GS 1: Introduction 3
Example: Tour of the *Tote Case* 17
GS 2: Organizational Skills 18
Example: Personal Organization Plan 21
GS 3: Time Management 24
Example: "To Do" List 27
GS 4: Problem Solving Skills 29
Example: Initial Goal Setting 33
GS Tip Sheet: Ideas To Improve Organization 37
File Folder Ideas 39
Braille Labeling 40
GS SUM: Summary Checklist 42

SELF-AWARENESS (SA) 45 - 72

Unit Overview 45
SA 1: Personal Network 47
Example: My Personal Network 51
SA 2: Interests 53
Example: 10 Interests 55

SA 3: Skills 56
Example: 10 Skills 58
SA 4: Values 59
Example: 10 Values 61
SA 5: Work Personality 62
Example: Work Personality Profile 65
SA 6: Portfolio Data Collection 66
Example: My Employment Portfolio 69
SA SUM: Summary Checklist 70

WORK EXPLORATION (WE) 73 - 130

Unit Overview 73
WE 1: Research Tools 75
Example: Jobs of Interest 83
WE 2: Document Research 84
Example: Job Analysis 89
WE 3: People Research 93
Example: Investigative Interview 96
WE 4: Job Site Observation 116
Example: Work Observation 122
WE SUM: Summary Checklist 129

JOB-SEEKING SKILLS (JS) 131 - 216

Unit Overview 131

JS 1: Disclosure **133**
Example: Personal Thoughts on Disclosure 138
JS 2: Disability Statement **140**
Example: My Disability Statement 142
JS 3: Personal Data Sheet **144**
Example: My PDS 147
JS 3a: Resumes **150**
Example: Construct a Resume 153
JS 4: Job Leads **157**
Example: List of Job Leads 160
JS 5: Following Leads **162**
Example: Making Contacts 164
JS 6: Applications **167**
Example: Practice Application 172
JS 7: Pre-Interview Research **176**
Example: Employer Research 178
JS 8: Self-Description **180**
Example: Response to "Tell me a little..." 182
JS 9: Interview Questions **183**
Example: Practice Interview 188
JS 10: Interview Preparation **194**
Example: Interview Item Checklist 196
JS 11: Post-Interview **197**
Example: Thank You Note 199
JS 12: Putting It All Together **201**
Review Page 1: Job Search Summary 204
Review Page 2: Interview Overview 206
Review Page 3: Top Ten Tips 207
Review Page 4: Dispelling Myths about Workers with Disabilities 208

JS SUM: Summary Checklist **212**

JOB-KEEPING SKILLS (JK) **217 - 244**

Unit Overview **217**
JK 1: Work Habits **218**
Example: My Work Habits 223
JK 2: Personnel Evaluations **224**
Example: Worker Evaluation 227
JK 3: Personality Goals **228**
Example: Set a Personality Goal 231
JK 4: Money Management **235**
Example: Budgeting 241
JK SUM: Summary Checklist **243**

RESOURCES **245 - 271**

Organizations & Services **245**
Publications: Periodicals **253**
Publications: Books **257**
Videotapes **262**
Sources for Aids & Appliances **265**
Publishers **267**
Transcription Services **269**
Toll-free Phone Number Quick List **270**

ACKNOWLEDGMENTS

Many people generously shared their ideas and their enthusiasm throughout the development of the *Transition Tote System*. The perspectives given by students and those who assist them proved invaluable time and time again, offering not only issues for consideration, but creative and innovative ideas as well. We would particularly like to thank the following individuals for sharing their talent and their time, and for their dedication to improving the life options of people who are blind and visually impaired.

LaVernya Carr, Transition Principal, California School for the Blind, Fremont, CA

Anisio Correia, Associate Executive Director for Programs, VISIONS, New York, NY

Dennis Crepeaux, Transition Counselor, Oregon Commission for the Blind, Salem, OR

Gary Everhart, Transition Counselor, Texas Commission for the Blind, Austin, TX

Mary Flanagan, Transition Coordinator, Vermont Association for the Blind and Visually Impaired, Burlington, VT

Sally Giittinger, Transition Coordinator, Nebraska School for the Visually Handicapped, Nebraska City, NE

Terry Hirsh, Transition Counselor, Texas Commission for the Blind, Austin, TX

Julie Kay, Lead Teacher, Texas School for the Blind, Austin, TX

Pat Macdonnell, Director of the Oregon Orientation and Career Center for the Blind, Oregon Commission for the Blind, Portland, OR

Cheryl Tapp, Statewide Placement Specialist, Commission for the Blind and Visually Impaired, Boise, ID

Karen Thomas, Research Assistant, Career Counseling & Consultation

Denise Vancil, Instructor, Living Skills Center for the Visually Impaired, San Pablo, CA

Those attending the Transition Institutes associated with the 1996 International AER conference and the 1995 Sourthwest AER conference

We would also like to recognize the dedication and effort of the staff of the American Printing House for the Blind in producing these and other materials. Special appreciation for work "beyond the call of duty" in developing the *Transition Tote System* is extended to the following individuals:

Scott Blome, Cover Artist
Gene Bolin, Administrative Assistant
Loretta Curry, Document Processor
Fred Otto, Editor
Bob Phelps, Technical Artist

GETTING STARTED
Unit Overview

In this unit, Getting Started, you will learn about the *Transition Tote System*. The 4 lessons in this unit provide you with a solid foundation for using the *Tote Case* and the *Student Manual* to decide what you want for your life and how to make it happen! You will learn about the system's many purposes, what it includes, and options you can consider so that it is of maximum benefit to you. This general information is overviewed in the first lesson. Next, the importance of establishing an organizational system is discussed and various systems for organizing your things are described in the second lesson. Another important skill that you use in all areas of life is time management; techniques to help you are covered in the third lesson. In the final lesson, you will learn ways to solve problems and to set goals for yourself.

Below is a quick review of what is included in the *Transition Tote System*. Each component will be explained in greater detail in the first lesson, Getting Started: Introduction.

The *Transition Tote System* includes:

- *Student Manual* (you are reading it now)--the *Student Manual* has a total of 30 lessons. The lessons are divided into five major content areas, called units. The units are:Getting Started,Self-Awarenes,Work Exploration, Job-Seeking, and Job-Keeping. Each unit ends with a checklist that is designed to help you be sure you have completed all of the lessons and gotten the most out of the unit. Each lesson is divided into three sections: Information, Assignment, and Example. The *Student Manual*

ends with the Resources unit that gives you leads on lots of helpful products and services.

- *IBM disk.* A 3.5" IBM compatible disk is included. On it are forms and information sheets found in the manual.

- *Tote Case* (the bag in which all this came!)--the *Tote Case* is a soft-sided organizer and carrying case. It has been designed with lots of pockets and features you can use to keep track of your things while you are in school and, after school, take to work.

An *Information Supplement* is available as a separately purchased item. It is designed to help people who help you with your career education and life planning. These individuals include teachers, parents, instructional aides, job coaches, counselors, and others in your life. They are referred to as "facilitators" in the *Supplement.* The *Information Supplement* explains how blindness affects a person in the work environment and offers ideas for ways to use the lessons in the *Student Manual*. Check page *ii* for information on how to order the supplement, if you and those working with you think it would be useful.

Welcome to the *Transition Tote System*! You are about to take an exciting step forward in your life: getting yourself organized and ready for the world beyond school. Have confidence and have fun!

GS 1
INTRODUCTION
Information

Let's explore the wonderful new tool you've acquired to help you with your life and career planning: the *Transition Tote System*. It has several components, as you know from reading the Unit Overview. Each of the three components, the *Tote Case*, the *Student Manual*, and the *Information Supplement* will be discussed in detail in this lesson. We'll give you some ideas about how you might use the *System*, but remember: you know best what will work for you! Your specific needs are the best basis for deciding how to use these learning materials and the *Tote Case*. Let's begin, then, with our "tour" of the *Transition Tote System*.

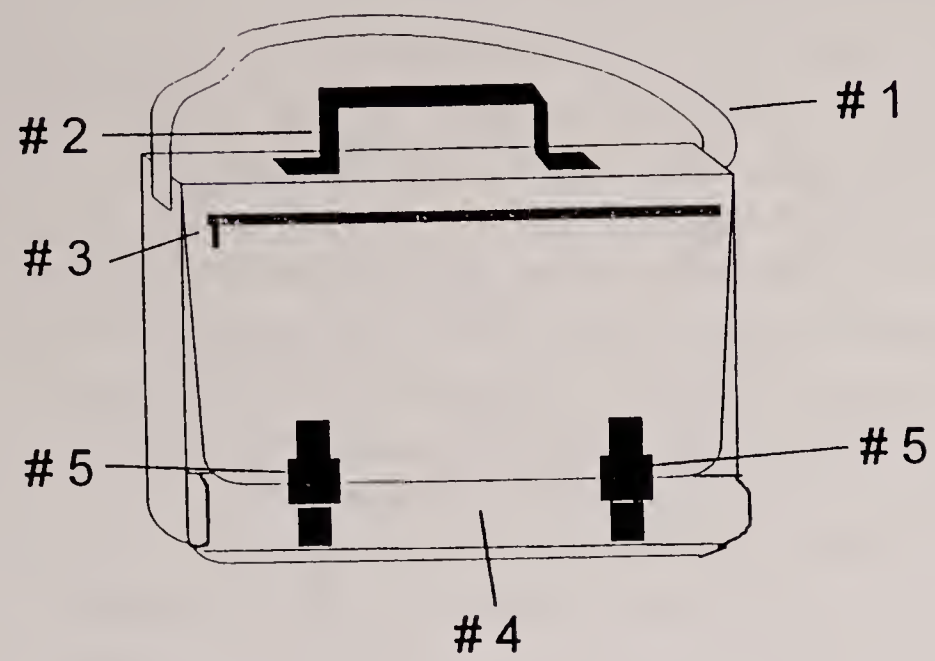
Tote Case

The *Tote Case* provides a place to store things such as a tape recorder, a laptop computer, and a notetaking device. It's a place to keep up with information about you and the world of work--a system to help you organize your time and materials. You can use it now and in the future. It can and will change as you and your needs change over time. Your choices about how to use the *Tote Case* will make it more or less helpful. For example, your *Tote Case* contains a large print and braille calendar from the American Printing House for the Blind (APH) which can be helpful in keeping up with your appointments and due dates for papers. However, the calendar will only be helpful if you identify important dates with it. Even if you use an electronic notetaking device with a built-in calendar to keep up with due dates and such, a hard copy calendar can be a helpful reference tool.

The *Tote Case* is an organizer that you can use for many purposes, depending upon your needs and preferences. Our hope is that you will get in the habit of using it regularly and effectively as an organizational tool. It is not meant to take the place of a backpack when you need to carry large print or braille materials or multiple copies of books. It is intended as a combination planner, electronics carrying case, (computer, tape recorder, notetaking device), briefcase, and organizer. As you move further into the *Student Manual* lessons, we expect you will want to use your *Tote Case* to organize your career exploration materials and job search paperwork, as well as carry it on interviews to make a positive first impression with prospective employers. We hope that you will think carefully about the best ways to use your *Tote Case*--ways that will work for *you*. Lots of practice using your *Tote Case* will make being organized a habit--something you do without thinking about it!

Now, let's explore the specific features of the *Tote Case*. What follows are sketches from 4 views: the front, the inside (2 sketches), and the back of the *Tote Case*. Following each sketch is a written description of the view and some ideas for how the features can be used.

FRONT OF THE *TOTE CASE*:

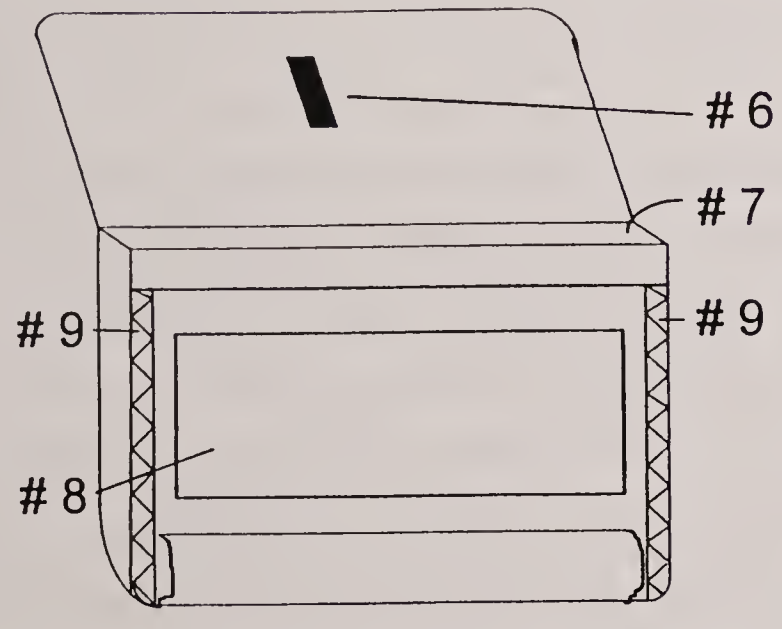


Your *Tote Case* is black with a small, white APH logo on the back. A detachable shoulder strap clips onto each side of the case (# 1). There is a hand grip centered on the top of the case (# 2).

Lay your case in such a way that you can explore the front surface, which is the smoother one. There is a zipper on the smooth front that provides access to a large padded pocket for things that you want to keep secure but readily available (# 3). With your case oriented so that the hand grip is farthest from your reach, the part of the case closest to you has a piece of material sewn across the width. It forms a long, narrow sleeve, open on both ends (# 4). This is a good place for a folding cane or a collapsible umbrella. Notice the clips on the top of this cane/umbrella sleeve (# 5). They open to release the front of the

case, which is actually a flap. Each clip has two sections. One section, sewn to the base of the case, fits inside the other section, sewn to the flap. Putting pressure on the sides of the clip releases the snapped-in section, allowing you to separate the two sections. Undo the plastic clips by squeezing in on the sides of one of the clips with one hand. Using your other hand, grasp the part of the clip sewn to the base and pull it away: this will separate the clip. Repeat the process with the other clip.

INSIDE THE *TOTE CASE*--VIEW A:



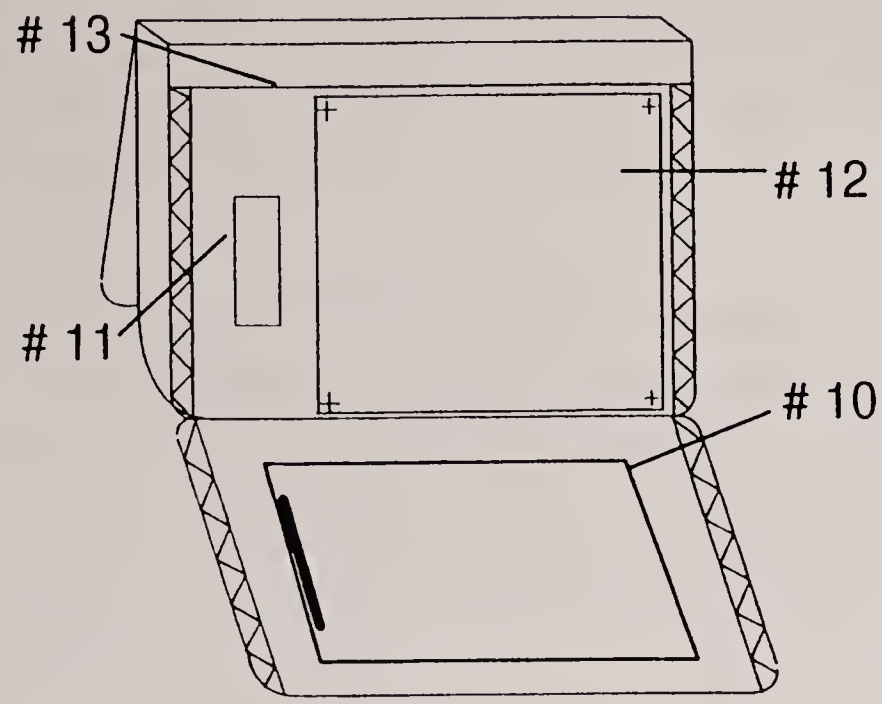
Open the flap and notice the strip of Velcro centered on the nside of the flap (# 6). The strip you feel has an adhesive backing. You can attach this fuzzy piece of Velcro to anything that you might use regularly, such as a calculator, abacus, or storage box. Then it will stick to the hook Velcro sewn onto the case. You can purchase more of the self-adhesive, fuzzy Velcro at craft or fabric stores if you'd like to have more options as to what you can attach here. One option, the APH SlateHolder, stores a slate and stylus and already has a Velcro piece sewn to the back that can attach to the hook material of your case (see the Resources unit to order).

When you opened the flap, you exposed a deep, padded section into which you can put your arm almost up to your elbow (# 7)! This section can be used for any number of things, depending on how you are making use of your *Tote Case*: a binder, a large print or braille book, a laptop computer, or even a change of clothing can easily fit here! Moving your hand out of

the padded section and toward your body, you will find a pocket that closes with a Velcro strip. This is a good place to store your tapes, disks, CD's, and other items (# 8). Your IBM disk of *Student Manual* checklists and forms was shipped to you in this pocket.

Now notice the two zippers, one on each side of the case (# 9). Unzip them and open the flap.

INSIDE THE *TOTE CASE*--VIEW B:



On the inside of this flap, you will find a clipboard attached by two Velcro strips, allowing you to remove it when needed (# 10). Clipboards are great organizing aids; you can easily keep up with your paperwork, a checklist, a Things to Do list, or other important information. The value of the clipboard is that you can take it anywhere and your important papers won't get lost as easily as when they are loose, or thoughtlessly shoved into a pocket.

On the section above the clipboard flap, you will find a pocket on the left where you can store pens, pencils, markers, slate and stylus, a ruler, a comb...whatever (# 11)! To the right of this pocket is a piece of fabric with the corners sewn (# 12). Into the top of the opening created between the case and the fabric, the APH calendar has been inserted. The calendar is marked in both

large print and braille. It features artwork by visually impaired artists, which can be an excellent conversation starter as you and your *Tote Case* venture out into the community!

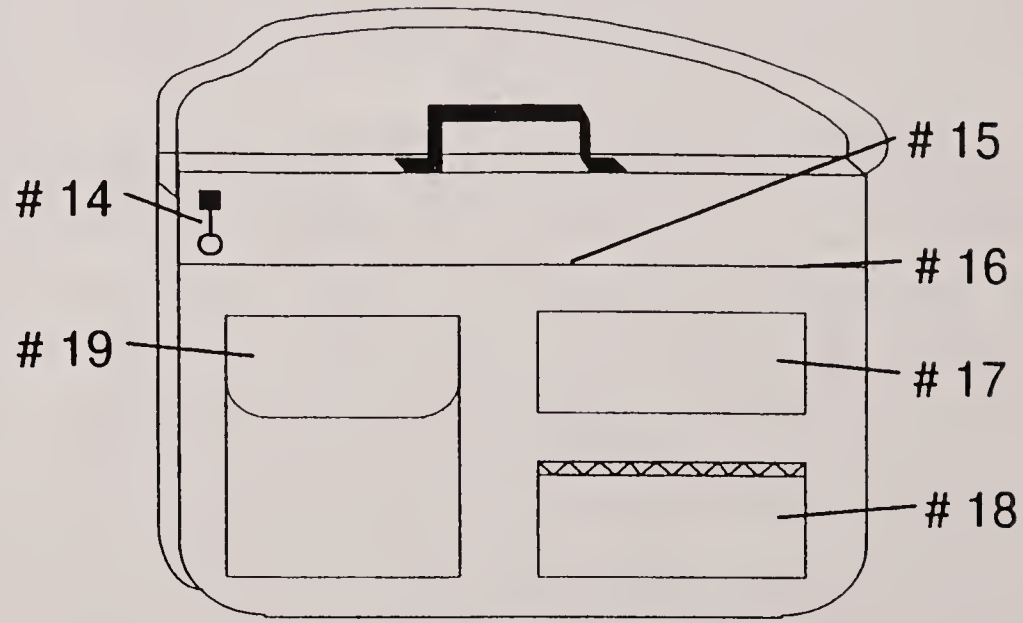
Another calendar that can be used is available free-of-charge from the American Action Fund. It is braille and measures only 6" x 6", and can be attached to the top flap Velcro, leaving this calendar space available for a planner, pad of paper, workbook, or whatever you wish. Other calendars are offered by such places as the Braille Institute Press (braille, measures 8 1/2" x 11") and Independent Living Aids (large print with space to write notes, measures 8 1/2" x 11"). The addresses and phone numbers for these organizations are listed in the Resources unit at the end of your manual.

Many people use an electronic notetaking device. Even if you use its calendar function, you may still find a print/braille calendar helpful in identifying dates or time frames. Marking the dates on the calendar in some way can cue you that you have something important to do on that date, prompting you to check your notetaker or other records. Consider using small stickers, punched holes, post-it notes, braille dots, or other tactile markers on the appropriate date square of the calendar. If you choose to remove your APH calendar and insert a notebook or different style planner in its stead, you may want to post the APH calendar in a convenient spot at home or in your locker for reference. Another idea is to use a separate sheet of paper to list your appointments and due dates--keep it in a labeled folder, or on your clipboard. Whatever your system, it's important that you have a way to record information you need to remember, such as your appointments and the results of calls you have made. The lessons in this manual will help you develop and use a system, but start

thinking about what you would find most useful for this calendar/notebook/planner section.

Notice that across the width of this section is a pocket that can hold file folders (# 13). The pocket is constructed so that the tabs of any folders you keep here are exposed for easy reading of print or braille labels. There are Tip Sheets in the Getting Started unit that offer ideas on how to label and organize your folders. Now zip the flap closed and flip the case over as we move to the back of the *Tote Case*. Keep it positioned with the grip handle away from you.

BACK OF THE *TOTE CASE*:



The back of the *Tote Case* has several features. Near the top left corner is a key clip (# 14). The long pocket you encounter across the width of the case is useful for magazines, workbooks, or folders (# 15). On the right seam, sewn just inside this long pocket, are two card pockets (# 16). Here you can keep such things as your I.D. card, library card, a signature guide, or other similarly sized cards.

On the surface of the *Tote Case* are several exterior pockets. Moving your hand toward your body from the I.D. pockets, you will find two small pockets. The first is open, making it easy to insert and remove such things as a bus or train pass (# 17). The pocket closest to you has a zipper closure, and is useful for keeping money and other valuables secure (# 18). The pocket to the left of these two is a large, padded pocket that can be used to

store an electronic notetaking device or any other small electronics you might use--even a Walkman (# 19)!

That's the *Tote Case*! Remember, only YOU can determine the best uses for your *Tote Case* features. Ideas are helpful for getting started, but it is important that you begin to develop a system of using your case that works for you.

Student Manual

In the *Student Manual* are lessons designed to help you develop your knowledge and abilities related to work, your career plans, and life success. Each lesson explains a topic, has an assignment that produces information you will need, and gives an example of how someone else completed the assignment to help you get started. The lessons are divided into five major sections called units. The five units are:

- **Getting Started**--Ideas for how to use the *Transition Tote System* and the basic skills you will need to work effectively with the system. The four lessons in this unit are: Introduction, Organizational Skills, Time Management Skills, and Problem Solving Skills.
- **Self-Awareness**--How to determine what's really important to you, what your skills and interests are, and what your work personality is like. There are five lessons in this unit: Personal Network, Interests, Skills, Values, and Work Personality.
- **Work Exploration**--What the characteristics of different jobs are and which appeal to you. There are four lessons in this unit:

Research, Document Research, People Research, and Job Site Observation.
- **Job-Seeking Skills**--How to find job openings, apply for jobs, and interview successfully. There are twelve lessons in this unit: Disclosure, Disability Statement, Personal Data Sheet/Resumes, Job Leads, Following Leads, Applications, Pre-Interview Research, Interview Questions, Interview Preparation, Post-Interview, and Putting It All Together.
- **Job-Keeping Skills**--Covers the skills required to keep a job once you have been hired. There are four lessons in this unit: Work Habits, Personnel Evaluations, Personality Goals, and Money Management.

Each lesson includes an assignment. It will be important to file your completed assignments in such a way that you can easily retrieve them. One possibility is to keep a binder specifically for your assignments. Within the binder, you may want to use tabbed dividers, labeled (in braille or print) by unit: Getting Started, Self-Awareness, Work Exploration, Job-Seeking, and Job-Keeping. Low vision students may want to use brightly colored dividers to help keep materials separated. Or, you may want to store your completed assignments in this *Student Manual* binder by adding a divider labeled "assignments" at the end of each unit. Either way, you would be wise to develop a habit of filing your completed assignments as soon as you finish them. By using a three-hole punch (one that inserts into a binder is available at office supply and stationery stores), you can punch holes along the left-hand side of the paper and file assignments immediately. The more time

that passes before you file them, the greater the possibility of losing your assignments!

Each lesson has been given a reference code to help you keep track of your work. Notice the beginning of this lesson: it is headed "GS 1," which indicates it is the first lesson in the Getting Started unit. As you begin your assignment for this lesson, write your name, the date, and "GS 1" across the top of your paper. Although you may choose not to follow our system, we strongly encourage you to follow some type of system. Consider, at a minimum, putting your name and the date you complete an assignment on each of your written responses.

If you would prefer to use a filing system other than placing your completed assignments in this or another binder as suggested above, you may want to consider keeping file folders in your *Tote Case* labeled with the names of the units. If you are a braille user, you must decide what type of label to use and where to place your labels. Check the "Braille Labeling" tip sheet on page 40 for ideas. Still another possibility for your filing system is a variation on the ideas from above. Purchase binder inserts that are designed as pocket folders (some have a diskette pocket, as well) and insert them in to your *Student Manual* binder at the end of each unit. The important thing is that you come up with a system that suits your style well enough that you actually *use* it.

ASSIGNMENT

Tour of the *Tote Case*

Continue to explore your *Tote Case* to get familiar with all the compartments and closures. Experiment with putting things you carry frequently into the various pockets. Start thinking about how you will use the features and what items you will select to go into your *Tote Case*. Will you keep your completed assignments in a separate binder, the *Student Manual*, in a *Tote Case* folder, or elsewhere? One of the best ways to learn is to teach--take a friend or relative on a "tour of the *Tote Case*" and get their help in brainstorming ways to use it. Have fun!

GS 1
TOUR OF THE *TOTE CASE*
Example

Tyrell Simmons March 30, 1998 GS 1

Tyrell explored his *Tote Case* and started to think about things he uses that might fit into it. His Braille 'n Speak or Handi-Cassette II would be protected in one of the outer padded pocket and be easy to reach. He practiced putting his folding cane into the sleeve and removing it with the *Tote Case* on his shoulder. He clipped and unclipped his house key. At home, Tyrell and his mother came up with some ideas. They talked about all the things you could attach onto the flap with Velcro: a calculator, pencil box, cassette tape box, CD case, or a wallet-style organizer, to name a few. They made plans to go to an office supply store and find items that promote organization: binders with pages for disks, pocket folder inserts, envelope inserts, and things such as a hole punch that can be attached to the binder rings. They plan to look for an identification tag that can be attached to the *Tote Case*, vinyl file folders, and some of the self-adhesive vinyl laminating sheets to braille folder labels.

GS 2
ORGANIZATIONAL SKILLS
Information

The *Tote Case* can help you be better organized so that you are less likely to misplace important things. It can also save valuable time that you might otherwise spend searching for the things you have misplaced. The key is to develop a sensible approach to handling information, called a "system," and then using your system consistently until it becomes a habit.

The first part is to decide what system you will use. The system you use may differ from other people's, or it may be the same as someone else's: it doesn't matter, as long as it works for you. How does your brain work best? Do you remember best when things are organized by numbers, names, pictures, symbols, color, size, or some other feature? If you can see colors, you may find that it's easiest for you to remember where your math work is if, for example, you use a red notebook for your math notes and a red folder for your math homework. Each subject can be represented by a different color. If you can't see colors, you may find that you can keep track of your school things by putting a braille label on the outside of each of your subject binders, with a large envelope in each binder for your homework in that subject. Determining how you will organize your things is one of the most important decisions you will make, so take time to think about it!

Constructing the system is the easy part. The real challenge of organization is to use your system consistently, making it a habit. When you begin, it may take a lot of thought and some reminders from others for you to use your system. Because of this, it is good to check frequently to see how well your system is

working. Are your things where they are supposed to be? If not, why is your system failing to work? You may need to fine-tune your system or to get some help in figuring out where your system is breaking down. Ask the opinion of someone who seems to be organized in their own life. Once you get your system up and running well, be careful how and when you change it or it might cause problems for you. For example, if you decide to file all of your school papers according to the date you produced them, you can't suddenly shift mid-way through high school and start filing alphabetically by the title of your papers and ever hope to find anything again!

The *Transition Tote System* is designed to help you stay organized during and after high school. The features of the *Tote Case* were covered in GS 1, but several organizational features of the *Student Manual* are worth mentioning as well:

- Each lesson in the *Student Manual* has a code, representing the unit and the lesson number. For example, this is lesson "GS 2," or the second lesson in the Getting Started unit. These codes provide a structure for organizing a filing system for your assignments. You can label your system with the unit names, and file your assignments within each unit's section by the lesson number.
- Each lesson is divided into three parts: Information, Assignment, and Example.
- You will notice that the assignment is positioned between two horizontal lines. Some assignments toward the end of the manual will be set between broken lines instead of solid lines to indicate that they will be used specifically for a job search.

- Examples follow the assignment for each lesson. They are boxed to help you recognize them.
- Toward the end of some units are Tip Sheets and Summary Pages offering helpful information in a concise form.
- The final section in each unit is a checklist. Use it after you have completed all the lessons to be sure you have accomplished everything within that unit and to see if your organization system is working as planned!

If you need assistance, you may want to ask your parents, teachers, counselors, or you may wish to call or write the authors; we encourage you to do so. Our names, addresses, and phone numbers are inside the front cover of the manual.

ASSIGNMENT

Personal Organization Plan

On a separate sheet of paper, write out how you will organize your *Tote Case*. How will you label your folders? What goodies will you put into its pockets? Where will you keep what? Where will you store your completed assignments? Will you use the organizational system suggestions in the manual or develop your own? Please get into the habit of writing your name, the date, and the reference code (GS 2, in this instance) at the top of your sheet of paper. Read the examples of Personal Organization Plans that follow--they will help you make sense of the assignment.

GS 2
Example 1 (low vision student)
Personal Organization Plan

Samantha Brown October 12, 1998 GS 2

How I will organize my *Tote Case:*

- Put into the *Tote Case* card pockets: my student ID in one and my library card in the other.
- Hang the APH print/braille calendar at home. I'll use stickers to mark important dates.
- Put my large print calendar in the calendar space of my *Tote Case.*
- Store two markers in the pocket next to my large print calendar (just in case one stops writing!).
- Put my Handi-Cassette recorder into the padded outside pocket.
- Put a luggage tag on the *Tote Case* with my name and phone number.
- Get brightly colored folders for the inside folder pocket that I will label "To Do," "To Home," "To School," and "Misc."
- Attach Velcro to the back of my calculator and stick it to the flap.
- Put my magnifier in the center section.
- I'll keep some quarters in my zippered front pocket in case I need to use the phone.
- Keep my bus pass in the outside open pocket above the zippered pocket.

(Continued from previous page)

- Buy a binder for my *Tote* assignments, section dividers to label with the name of each unit, and a three-hole punch that fits into my binder.
- Attach a pad of paper to my clipboard--good for creating a list of things to do.

Ralph Mathis January 2, 1998 GS 2

How I will organize my *Tote Case:*

I'll keep my student identification card in one of the card pockets, and my lunchroom card in the other.
Keep the APH print/braille calendar in my *Tote Case.*
Put tactile locator dots in zipper pocket to use as reminders on print calendar.
Store Braille 'n Speak in the padded outside pocket.
Attach APH SlateHolder to the Velcro on the flap.
Signature guide in the outside open pocket above zippered pocket.

- Blank disks in disk pocket, and some 5" x 7" note cards (use to braille short notes or phone numbers).
- Make labels for pocket folders using braille labeling tape--"School," "Home," "Current Tote Assignments."
- Attach my house key to key clip.
- Set up binder with dividers indicating *Transition Tote* units into which I will file my completed assignments.

Another critical life skill is the ability to manage time efficiently. People spend their time in various activities over the course of a day. Sleeping, grooming, eating, going to and from school or work, participating in school or work activities, studying, and participating in social or recreational activities are a few examples. Some activities are necessary--such as sleeping--while some are matters of choice--social activities, for instance. It is important to engage in a variety of activities in order to have a sense of well-being in life. This includes doing the things you have to do, as well as doing things that give expression to your interests, skills, and values.

To start thinking about how you currently use your time, take a minute to write out how much time you spend in each of your activities on a typical day. Do this over the period of a week or two. After you have kept track for a while, review your lists: What things are absolute "*musts*"? Are you doing them at a time and in a way that makes the most sense? What things are *choices* for ways to spend your time? Are you satisfied with the amount of time you are spending in each activity? Consider several issues about each activity :

- What you do--is it important to you in some way?
- When you do it--do you do it in the time frame that makes the most sense?

- How long/how often you do it--does the timing fit your level of need and interest?

After you have evaluated your current use of time, write out a schedule for how you wish to structure your time and follow it. Review your time management plan frequently, so that it continues to reflect the things that are important for you to do. As your life changes, so must your time management plan!

It is not uncommon for people feel rushed to accomplish a task because they haven't set aside enough time beforehand. For example, have you ever crammed for a test on the way to school because didn't have time to study the night before? Taking responsibility for how you spend your time can help! Many time management experts suggest that you make a daily list of things to do. This helps you avoid problems caused by a lack of attention to important details. Consider making a "To Do" list every day that summarizes the things you need to accomplish in the order of their importance.

ASSIGNMENT

"To Do" List

Make a "To Do" list for tomorrow. An example follows. Be sure to label the top of your paper as in the example and use your *Tote Case*! One idea is to use your *Tote Case* clipboard for this purpose: make your list for the day, clip it onto the board and refer to it periodically throughout the day. A second benefit of this approach is the feeling of accomplishment you get as you cross things off the list! For daily homework, a good way to stay organized might be to label one of your *Tote Case* folders "Homework," or "To School," and get in the habit of putting your completed academic assignments in this folder to take to class.

GS 3
Example
"To Do" List

Samantha Brown October 12, 1998 GS 3

To Do" List for Wednesday, October 13:

Study for history test at least one hour.
Call Grandma to wish her a happy birthday.
Turn in permission slip to Ms. Jones for field trip.
Get the date and time for my doctor's appointment from Mom.
Enter Mrs. Jones' phone number (where Mom will be today) so I can call and tell her what time to pick me up after Spanish club this afternoon.

In this example, Samantha could use her *Tote Case* in several ways. Her "To Do" list might be brailled and inserted into her clipboard where it will be handy to refer to during the day. Her history book tape might be in one of the pockets--perhaps the disk pocket, with her tape player in a padded outer pocket. Once she has folders labeled "To Home," and "To School," Samantha can place her field trip permission slip into the "To Home" folder, and move it into her "To School" folder after her mother signs it. She can enter the phone number where she can reach her mom into her notetaking device which is in another *Tote Case* pocket, and mark

(Continued from previous page)
the date of her doctor appointment on her *Tote Case* calendar with a sticker that will cue her to check her notes (hard copy or electronic) for specific details regarding her appointment.

GS 4
PROBLEM SOLVING SKILLS
Information

This process of getting organized and managing your time in order to figure out "what you want to be when you grow up" involves problem solving, another critical life skill. In problem solving, it's important to remember that the flip side of a problem is a solution or a goal that you set--what you want to accomplish. Although it is often frustrating to deal with problems, it can help to remember that solving problems is a way to grow and to feel more in control of your life.

So, let's look at an approach to solving problems. Ask yourself, "What's bothering me?" "Are there things going on in my life that I want to change; things with which I'm not satisfied?" First, you must identify the problem: What is it that you want to change or do differently? For example, you might like to increase the amount of time you spend with friends, studying, or getting exercise. Once you have identified the problem, flip it over into a goal statement: What would it be like if you *didn't* have that problem? Let's use the problem of not having enough time with friends. That statement flips to become the goal, "To spend more time with my friends." Or for a problem such as being out of shape, the goal might be "To get in shape by setting up and following an exercise program."

The next step is to understand what's kept the problem a problem for you. Several forces can act in combination, and it is useful to analyze their impact.

At this stage you will want to ask yourself the following questions:

- How do *I* contribute to the problem?
- How do *other people* contribute to the problem?
- How does the *environment* contribute to the problem?
- What has *kept me from solving this problem* up to now?

As you answer these questions, be honest with yourself. Ask significant others in your life for their input about how you contribute to the problem, how they see others contributing, and so forth.

Once you've answered these questions, it's time to begin thinking about lots of strategies to achieve your goal (i.e., brainstorming). A good way to do this is to write out your ideas on how to make the changes in your life. Don't evaluate whether the ideas are good ones, just write down anything that occurs to you that might help you get closer to your goal. Again, ask people who care about you for their ideas and write those ideas down, too. Don't judge their ideas, simply write them down. Think about people you know who seem not to have this problem--what do they do differently from you? Write down behaviors of theirs that you have observed. All of these written ideas form the basis for your plan of action (the final step in the process).

After you complete your list of ideas, review them. Now is the time to evaluate them: Are there ideas that seem silly to you? Are there ideas that seem impossible to do? Are there ideas that will cost too much money or time? These ideas may be ones you strike off your list, or consider at a later date. When you are left

with only the things that seem do-able at present, you are ready for the last step: developing an action plan.

Your action plan needs to be written out on a separate sheet of paper with your name, the date, and the reference code at the top. Take the easiest idea from your brainstormed list of ideas and put it as the first thing to do on your action plan. Then, list each other idea from easiest to hardest on your plan.

Identify at the end of your plan the following:

1. The date when you will start your action plan.
2. The date when you hope to have completed your plan.
3. The people with whom you will share your plan (If you share your plan with people who care about you, they can help keep you motivated, help you monitor your progress, and provide support to you.)

Think of ways to use your *Tote Case* in solving whatever problem you choose! Ideas include: entering critical dates on your calendar, using your clipboard to attach a checklist of your action plan, and making up a folder for your *Tote Case* in which you keep records as you accomplish steps toward your goal.

ASSIGNMENT

Initial Goal Setting

After reviewing the example, select a problem you have and go through the following steps: 1. Define your problem and then flip it over into a goal statement that describes what it would be like without the problem; 2. Brainstorm possible solutions; 3. Evaluate each idea; 4. Rank useful ideas from easiest to hardest in an action plan; 5. Decide a time frame to begin and to check back on your progress; 6. Determine with whom you will share your plan.

GS 4
Example
Initial Goal Setting

George Watts November 27, 1999 GS 4

Problem: Feeling dumpy, out-of-shape, lethargic (no energy)

Goal: Get more exercise

Brainstorming:

- Walk to and from school.
- Buy a universal gym.
- Walk the dog after school.
- Go to the park.
- Jog with a buddy.
- Sign up at a fitness center.
- Take an additional PE class.
- Learn to dance.
- Take stairs, whenever possible.
- Get an exercise bicycle.
- Join the swim team.
- Walk the mall.
- Calisthenics in the morning or after school.
- Figure out a reward system.
- Ask people I know who are more fit how they do it and use some of their ideas.
- Schedule exercise days on the calendar.

(Continued from previous page)

- Exercise even when the weather is bad.
- Take note of what I did and how I feel following an exercise session.
- Hire a fitness trainer.
- Blow off exercise and diet and have my stomach stapled.
- Join a Weight Watchers group.
- Read a book about fitness.
- Buy cool exercise outfit.

Intermediate Step: Evaluate each brainstormed idea. You can write directly on your original brainstorming sheet or cross ideas off of it. However, for the sake of this example, we have chosen to write this step out for you in a separate section, repeating the original list. Braille users may prefer to do as we have done and evaluate their ideas on a separate sheet.

Evaluate Each Brainstormed Idea:

- Walk to and from school--easy in good weather because school is pretty close (five blocks).
- Buy a universal gym--too expensive!
- Walk the dog after school--easy. I can change into casual clothes when I get home from school or change after the walk if I get wet or muddy.
- Go to the park--hard because it's far away (five miles!).
- Jog with a buddy--fun, but who???

(Continued from previous page)

- Sign up at a fitness center--too expensive and hard to get to!
- Take an additional PE class--no time in schedule.
- Learn to dance--I like music, but what about a partner? Maybe they assign partners; could be fun! Worth further thought.
- Take stairs whenever possible--easy.
- Get an exercise bicycle--maybe at a yard sale? Ask Mom and Dad if they would be willing to help with expense?
- Join the swim team--find out about where and when practices are held. Will transportation be a problem?
- Walk the mall--how to get there? Ask friends if anyone would be interested in going once a week? Ask Mom if she would take me, but not stay? Does the city bus run frequently enough to go and return easily? Will my folks let me take the bus that far alone?
- Exercise in the morning or after school--not enough time in the morning, but maybe after school?
- Ask people I know who are more fit how they do it and use some of their ideas--easy; I'll start a list of folks!
- Schedule exercise days on the calendar--easy with my *Tote Case.*
- Exercise even when the weather is bad--easier said than done! Makes me realize I will need a combination of indoor and outdoor options for exercise.
- Make a note of what I did and how I feel following an exercise session--keep a diary?!? Too uncool for a guy, in my opinion!
- Hire a fitness trainer--WAY too expensive, better to go with a buddy.

(Continued from previous page)

- Blow off exercise and diet and have my stomach stapled--outrageous, no way!
- Join a Weight Watcher's group--too much hassle and expense, so I'll omit for now.
- Read a book about fitness--easy. I'll call the talking books division about titles.
- Buy cool exercise outfit--forget it!

Now, develop an Action Plan:

George Watts November 28, 1999 GS 4

Action Plan: (*Steps to achieve goal, from easiest to hardest*)

1. Get an exercise book & read it.
2. Schedule exercise on the *Tote Case* calendar (alternate between walking the dog & doing exercises after school, see if a friend wants to do it with me).
3. Take stairs.
4. Ask others how they stay fit (start a list of candidates on *Tote Case* clipboard).
5. Talk to Mom and Dad about buying a used exercise bike.
6. Add more ideas later, if necessary!

Start Date: November 29, 1999
Re-Evaluate: monthly (mark the date on the calendar)
Who I Will Share My Plan With: Mom and Dad

GS TIP SHEET
IDEAS TO IMPROVE ORGANIZATION

- Library supply houses have clear vinyl album covers that are just the right size for braille printer paper.
- Use a Rolodex or recipe box to hold brailled cards of possible job contacts, job lead information, personal network people...any and all contacts.
- Clear vinyl self-adhesive laminating sheets fit into a brailler and make great, see-through labels.
- Lightweight hole punches are available that have holes along the side that fit into a binder. They can only do a sheet at a time, but are there when you need them.
- File folders now come in neon and other bright colors in both cardboard and vinyl.
- Free braille calendars are available from the American Action Fund and the National Braille Institute. See the Resources unit at back of manual for contact information.
- Signature guides can be obtained at no cost from some agencies.
- Slate and stylus can be handy for writing and making labels. The American Printing House for the Blind offers a product, the SlateHolder, that holds slate and stylus and can be attached to belt, binder, or *Tote Case* (see Resources unit).
- Labelers such as the 3M Braille Labeler or Dymo Labeler emboss braille on 3/8" or 1/2" adhesive tape (see Resources unit for vendor contact information).
- A label tape adapter is available from companies that carry the Perkins Brailler, such as MaxiAids (see Resources).

- Braille desk calendars and large print calendars that can be written on are available from various companies (see Resources).
- Most notetaking devices and PC software programs offer a calendar feature that can be very effective...but only if the information you need to remember is entered!
- Look for a commercially available, tiny electronic recorder that holds about one minute of recorded information...good for your daily "To Do" list that you learned about in the third lesson of this unit, or for small bits of information you want readily available. Check discount and drug stores.
- Yellow acetate, such as is used for making overheads and for some sheet protectors, makes print easier to read and is available at office supply stores.
- Stickers--stars, circles, and many other shapes--make handy reminders on your print calendar. Simply place a sticker on the date square of the day, and check your electronic calendar or notepad to see what it is you need to remember on that date. One type of sticker can be used, or you can use different shapes to remind you of different things: stars for appointments, circles for assignments, etc. Stickers are readily available at drug, grocery, and office supply stores. Also consider using a braille dot, a punched hole, a post-it note, or other tactile markers on your print calendar to remind you to check your records for that date.

GS TIP SHEET
FILE FOLDER IDEAS

Consider the following ideas for labeling file folders for your *Tote Case*:

To Do
To Home
To School
Homework
Job Leads
Applications--blank
Applications--complete
Assignments
PDS (Personal Data Sheet)
Resume
Work Samples
Disability Statement
Recommendations
References
Disclosure Statement
Interview Checklist
Contact Sheets
References
Adaptive--Equipment Information
Work Observations
Job Research
Miscellaneous (MISC)
Completed Work
Work Stuff
School Records
Work Assignments

GS TIP SHEET
BRAILLE LABELING

- Acquire a braille labeler. There are different kinds, but the best comes with a rotary wheel or dial that has both braille and print on it. Buy a supply of transparent or clear labeling tape to make labels.
- Use clear labeling tape so that a print label can be read underneath your braille label by any print reader who may be helping you!
- Use abbreviations so that you will be able to fit a braille label to the tab of a file folder or divider, but be consistent and use abbreviations that will have meaning to you throughout your academic and work careers. For example, you may want to use the abbreviations we chose for the units: GS--Getting Started, SA--Self-Awareness, WE--Work Exploration, JS--Job-Seeking, and JK--Job-Keeping.
- Braille your label and place it upside-down on your divider tab so that you can easily read it when you reach into your bag.
- Braille your label and place it on the backside of your divider tab so that you can read it when the binder is closed by feeling protruding tabs.
- Braille your label and place it right-side up or upside down (your preference) on a file folder tab so that you can read it as the file folder sits in a pocket of the *Tote Case,* a vertical file, a file cabinet, or an expanding file folder.
- Keep print copies of your assignments in the same folder and paper clip or staple them to your braille copies.

- For items that you know you will need copies of in the future such as your personal data sheet or resume, place the original print copy in a plastic sleeve or report cover to keep it clean and label the outside of same with a braille label.
- Label print materials you receive (like application forms or research information) with a slate and stylus directly on the paper copy so that you will know what you've got months or even years from when you place it in the folder.
- As with folders or dividers, there are different ways to label diskettes. You can braille your label and place it so that it can be read when it's in the drive bay ready to be fully inserted; or you can braille a label and place it on the underside of the disk so that it can be easily read when it's in a disk holder, disk box, or a disk drawer.
- You can use disk labels and folder labels that are designed for print readers; however, they won't hold the braille as long as braille labeling tape.

SUMMARY CHECKLIST

Here is a checklist for your use in assuring that you have gotten the important information from each lesson of the Getting Started unit. If you find that you have skipped items, review the lesson and complete the item. Are you labeling and filing all your assignments in such a way that you can find them again later? If not, you might want to revisit GS 4 and problem-solve a better way to stay organized!

GS 1: INTRODUCTION

_____ Explored *Tote Case*--began thinking of ways to use it.
_____ Gave *Information Supplement* to "helper(s)".
_____ Completed "Tour of the *Tote Case*" assignment.

GS 2: ORGANIZATIONAL SKILLS

_____ Understand the value of being organized.
_____ Decided on organization method (coded by color, tactual symbol, pictures, numbers, etc.)
_____ Determined where to keep assignments (folder, binder section, card file, etc.)
_____ Established reference code system for assignments.
_____ Reviewed and followed up on ideas for organizing materials.
_____ Completed "Personal Organization Plan" assignment.

GS 3: TIME MANAGEMENT

_____ Can name a variety of ways people spend their time.
_____ Listed things I do and how much time I spend doing them.
_____ Listed things I would like to do more often.
_____ Completed "To Do" List assignment, using organizational system set up in GS 2.

GS 4: PROBLEM SOLVING SKILLS

_____ Know steps for problem solving.
_____ Completed "Initial Goal Setting" assignment.

SELF-AWARENESS
Unit Overview

In this unit, you will examine several aspects of yourself and learn to relate them to job choices that fit. First, you will consider the support you have in the form of people who are in your life as loved ones, friends, and helpers (SA 1: Personal Network). Then, you will begin to identify your interests, skills, and values (SA 2: Interests; SA 3: Skills; and SA 4: Values). Next, you will use this information to begin to identify jobs that fit your characteristics (SA 5: Work Personality). Finally, you will learn a system to help you keep track of information that reflects your interests, skills, and values (SA 6: Portfolio Data Collection). This will come in handy later!

Please remember to label and file your assignments. By using the checklist at the end of this unit, you can find out if your filing system is working: Are you able to locate all of your assignments? As time goes on, you will want to refer back to the information about yourself that you develop in these lessons. Your interests, skills, and values will change over time, and it will be helpful if you regularly update these sheets to reflect your growth.

While the *Tote Case* is not actively used to complete the assignments in the Self-Awareness unit, you can make it a part of these activities by using your clipboard to hold your assignment sheet as you are in the process of completing it and making note of any dates or times that your assignments are to be completed. In general, we hope that you are continuing to construct a daily "To Do" list and using the features of your *Tote Case* to keep you organized and on track. This will help later, when your habit of

using the *Tote Case* will come in handy for work exploration and job seeking unit activities.

Getting to know yourself can be a very interesting and useful venture. Enjoy the process and don't hesitate to ask others for their opinions, if you aren't clear about certain aspects that are characteristic of you. Sometimes people are too close to--or too cut off from--themselves to see themselves clearly, and a more objective person's viewpoint can help!

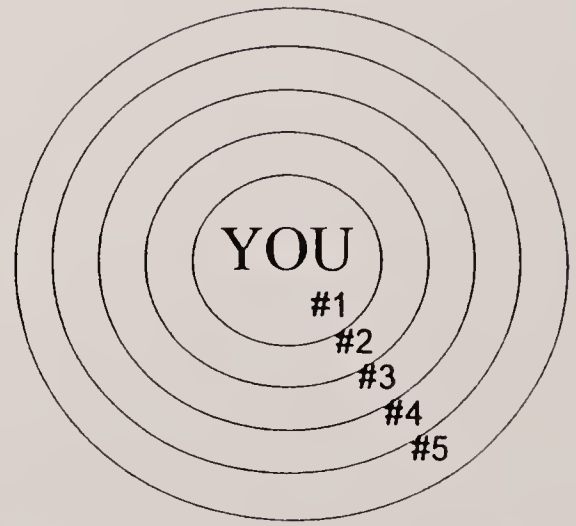
SA 1
PERSONAL NETWORK
Information

Everyone depends on other people to a greater or lesser degree. Many people proudly say "I'm completely independent!" but are they really? You can't do everything for yourself, although it is good to stretch yourself to learn new things. It is important to know when it is or isn't appropriate to ask for help. Everyone needs other people for lots of reasons--to have fun, to learn things, to love--not just for help!

Each person has a set of people who share his or her life: something called a "personal network." Think about your personal network--do you have the same relationship with the grocery store cashier as you do with your brother? Hopefully not, unless the cashier *is* your brother! Clearly, you have different relationships with different people, and your relationship determines how you behave when you are with them, as well as what you expect from them. For example, it would be unusual for your doctor to walk into the examining room and whip out a deck of cards as you sit feeling the breeze from the slit in your gown! However, this example can also illustrate another point: the doctor might also be a friend and, as you leave her office after the examination, might invite you over to play cards later that evening--proving that people may occupy more than one role in your personal network!

It can be very valuable to map out your personal network. One reason is because people are usually happiest if there is a balance among the various types of relationships with others. A good way to conceptualize the different types of relationships is as a series of concentric circles: a set of circles, one inside the next.

Here is a diagram and a description of each ring, starting with the innermost circle.



1. At least in this model, YOU are the center of things!
2. This ring is made up of the people closest to you, the people you love. These people contribute to the person you are, and you to them. They are your family, loved ones, and very close friends.
3. In the next ring, a little farther away, are people who are your friends. They are people with whom you might go to a movie or have over for dinner. They most often have values and interests similar to yours.
4. This ring represents your acquaintances: people you know well enough to exchange a "Hi," or "Have a nice week-end." You may know a little bit about them, such as where they work but not much more than that.

5. The outside ring holds the people who are paid to be in your life (even though they may like you a lot!) They might include teachers, doctors, plumber, and employer, to name a few. As noted above, people can occupy more than one ring; your teacher may be your best friend!

Another point is that people can move between rings. All of your good friends (Circle 3 people) were once your acquaintances (Circle 4 folks). Sometimes people with whom you are very close for a while move to a ring farther out, for one reason or another.

As you go about the business of living your life, it can help to understand the relationships you have with others. For example, when it comes to getting advice about your talents, it would be better to ask someone in Circle 2 instead of Circle 4: the people in Circle 2, your loved ones and closest friends, know you much better! If you simply need help completing an application, then someone in Circles 2, 3 or, perhaps, 5 would do: a family member, friend, or counselor, to name one from each circle.

When you are ready to start looking for a job, this personal network can be wonderfully helpful! Any and all of these people might know of job openings or have people in their personal networks who are in a position to hire you!

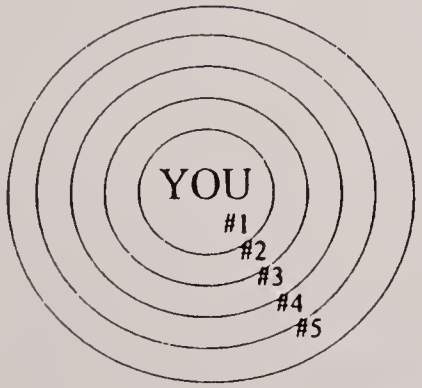
ASSIGNMENT

My Personal Network

An example of a Personal Network is on the following page. After reviewing it, construct your own personal network on a separate sheet of paper, being sure to label the top of your paper with your name, the date, and your code for this lesson. Check for circles in your personal network that could use more names and begin to seek out those people.

SA 1
Example
My Personal Network

Darlene Fields April 10, 2003 SA 1



1. Me!
2. Frank (my boyfriend) Mom & Carl (step-dad), Dad, Carlene (sister), Timmy (brother), Hector (best friend), Aunt Vicki, Uncle Jay, Grandma & Grandpa, Uncle Max, Brad Pitt (just kidding!)
3. Mary, Susan, Jose, Jane, Gary, Ned, Adam (all school friends), Becky Miller (neighbor lady), Mr. & Mrs. Linn (family friends), Pilar Diaz (my music teacher), Mrs. Wildman (my old baby-sitter), Mr. Phelps (swim coach)
4. Shemica, Tom, Loretta, Kay, Ann, Manuel, Katie, Eleanor, Carol, Fred, LaVon, Bill, Francis (just about everybody else at my school), Betty (worked the fund-raiser with me), La Tonya Jackson (dental hygienist) Dr. Cohen (my dentist), Mr. Houston (my principal), Brenda (grocery cashier), Danny (gas station attendant)

(Continued from previous page)

5. Adam (mows our grass), Dr. Grissom (physician), La Tonya Jackson (dental hygienist), Mr. Woo (teacher), Sam Nesbitt (rehabilitation counselor), Linda (O & M instructor), Sandy (pet groomer)

Notice that certain people are in more than one circle, such as Adam. He is a friend (Circle 3) and also mows the family's lawn (Circle 5).

SA 2
INTERESTS
Information

Interests are the activities you do because you want to do them: no one has to make you do them or talk you into doing them. You enjoy these activities and choose to do them when you have the opportunity.

People's interests vary widely. Some people love sports and some people loathe sports. Some people like to dance and some just don't enjoy it. All people express their interests through their choice of activities, simply because they want to do them.

Some people like to participate in activities that include others and some people like to do things alone. Some interests involve being away from familiar people and places, and others involve doing things with people you already know in locations with which you are familiar. Some interests can be pursued without expense and others cost money. Some interests require education or specialized training, while others can be done without special instruction.

Interests can be in the physical, mental, or social domain. For example, participating on an athletic team demands physical ability, playing bridge requires mental focus, and being a companion to an elderly person requires social skills. Interests are often pursued because they make you healthier, let you use your creativity, give you opportunities to spend time with others, broaden your knowledge base, provide you with new or different experiences, help you relax or feel good, and because you enjoy them.

Examples of interests include: singing, swimming, dancing, playing ball, writing stories, using a computer, socializing, reading, making things, listening to music, playing an instrument, being outdoors, shopping, traveling, eating out,conducting science experiments, attending sporting events, and participating in religious activities. Remember, your interests may well differ from those listed. And as you change, your interests may change, too.

It's also worth noting that what interests you may seem like work to someone else. For example, you may enjoy gardening and take great pleasure in working the soil, planting, mulching, weeding, and ultimately harvesting your crop. Others may consider those same activities to be drudgery--boring work. Likewise, what is work to you may seem effortless and fun to others. Interests vary from person to person.

ASSIGNMENT

10 Interests

On a separate sheet of paper, please write 10 of your interests and a brief explanation of why you like those activities. If 10 is more than you have, fill in the remainder with some ideas for things you might like to try. Remember to label your paper! Thanks.

SA 2
Example
10 Interests

Jill Jackson January 15, 2001 SA 2

My Interests:

1. Hiking
2. Gardening
3. Going to the mall with my friends
4. Writing poetry
5. Going to baseball games
6. Reading
7. Playing the piano
8. Boys
9. Walking my puppy, Boxer
10. Drama club

I like these activities because: they're fun (all), I can get out of the house (1,2,3,5,8,9,10), the pup loves going with me for a walk and he helps me meet boys (8 & 9), I like being outdoors (1,2,5,9), I enjoy performing (10), I like being with my friends (1,3,5,8,10).

SA 3
SKILLS
Information

Skills are the things that you do well--these are your talents and best abilities. Using your skills, you may create things, you may manipulate data or ideas, or you may help others. Some people have many and varied skills, while others may have fewer but better developed skills. Classes in which you perform well are those subject areas in which you have the most skill. Oftentimes, the areas in which you have high interest are also areas where you develop your skills.

Everyone's skills are different. Some people have innate talents. They may be "born" athletes or have "perfect pitch." Other people develop their skills as they see a need or discover an interest that they want to pursue. Your level of motivation will be a factor in how well you develop the skills you have.

Many well-known people with disabilities have been able to succeed by developing their talents and minimizing the disadvantages imposed by their impairments. Some examples include: Albert Einstein, who was learning disabled and was one of the best-known physicists ever born; John Milton and Homer, both of whom were blind and became famous because of their ability to write; and, in recent history, Chris Burke, who has Down's Syndrome and is a successful actor.

Examples of skills include: using a computer, washing vehicles, cleaning, cooking, caring for pets, baby-sitting, doing research, making things, gardening, helping others, using basic hand tools, using power equipment, reading and writing, and math.

ASSIGNMENT

10 Skills

On a separate sheet of paper, please write ten of your skills. As you write, think about how you might use each skill in a job. Make a list of some jobs that might suit your skills.

SA 3
Example
10 Skills

Jill Jackson January 15, 2001 SA 3

My Skills:

1. Play piano
2. Creative writing
3. Get along with other people
4. Word processing
5. Acting
6. Taking care of animals
7. Organized
8. Pay attention to details
9. Good math skills
10. Gardening

Jobs in which I could use my skills: (1) pianist, music teacher; (2) journalist, author, technical writer, editor; (3) salesperson; (4) office clerical work, receptionist, legal secretary, medical transcriptionist; (5) public speaker, TV announcer, performing stage artist, drama coach; (6) veterinarian's assistant, humane society worker, dog sitter, pet store worker; (7) office clerical worker, events organizer, travel agent; (8) accountant, file clerk; (9) math teacher or tutor, cashier; (10) farmer, landscape nursery worker

SA 4
VALUES
Information

Values are guiding principles in which you believe. They underlie the important choices you make. Many values are learned from parents and other significant people in your life. Much of your behavior is the result of your values. Values change over time; as you mature so does your value system.

People's values are different. There is not a right or wrong to values: yours are right for you, and other people's are right for them. Values can be broad, such as "health" or "wisdom," or they can be more specific, like "craftsmanship" (things being well-constructed) or "material wealth." Sometimes people don't say what their values are, but you can tell because of how they behave. Some people say they value certain things, but you know what they're saying is untrue because they behave in a way that is inconsistent with what they've said. Your values are communicated through both what you say and what you do.

Most people like to spend time with people whose values are similar to theirs. Oftentimes, people you feel uncomfortable with are people whose values are very different from your own. For example, if you value good health, you will feel more comfortable with other people who are health-conscious. You may prefer not to be around people who are smoking or doing other drugs, because it could harm your health.

Some examples of values include: family, spirituality, friendship, health, wealth, fame, beauty, loyalty, honesty, security, adventure, independence, orderliness, dependability, craftsmanship, and achievement.

ASSIGNMENT

10 Values

On a separate sheet of paper, please write ten of your values. Then, number them from 1 to 10, with 1 being the value that is most important to you.

SA 4
Example
10 Values

Jill Jackson January 15, 2001 SA 4

My Values (*numbered in order of their importance*):

Family	1
Self expression	2
Friends	3
Beauty	4
Health	5
Intelligence	6
Independence	7
Orderliness	8
Security	9
Being outdoors	10

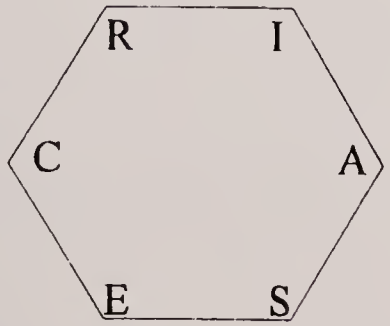
SA 5
WORK PERSONALITY
Information

You have looked at your interests, skills, and values in previous lessons. Now it is time to consider what kind of work personality you might have. According to John Holland, a vocational psychologist, each individual has a dominant personality type: realistic, investigative, artistic, social, enterprising, or conventional. However, few people are completely one personality type. Most people have personalities that fit into two or three categories. Holland has people define their personality types in rank order: one, two, and three, with codes representing the types (R for realistic, I for investigative, A for artistic, S for Social, E for enterprising, and C for conventional). He believes that the closer you can come to matching your personality types to work environments, the more satisfied you will be.

- *Realistic* people are often athletic or have mechanical abilities. They have good manual skills and like to work with tools, objects, equipment, animals, and plants, and to be outdoors.
- *Investigative* people are analytical and have mathematical or scientific abilities. They like to experiment, think, observe, and solve problems.
- *Artistic* people are expressive and creative. They like to perform, draw, sing, play musical instruments, or do other things that enable them to demonstrate their artistic talents.
- *Social* people like to be with other people. They like to teach, understand, and help others. They are often skilled with words.

- *Enterprising* people like to influence or lead other people. They like to manage, persuade, and sell things. They like competitive, money-making environments.
- *Conventional* people like structure and order in their lives. They like to work with data, pay attention to detail, and often have good organizational skills. They are good at following through with others' instructions.

The Party Exercise: *



An easy and fun way to identify the work environments where you would feel most comfortable is to complete "The Party Exercise" by Richard Bolles, author of *What Color Is Your Parachute?* In this exercise, Bolles has you imagine yourself at a party which is being held in a room with six sides (a hexagon). All the other guests are already at the party when you arrive. Each group of people is clustered in a corner of the room and each corner is set up for only people interested in one of the areas just described: realistic, investigative, artistic, social, enterprising, or conventional.

When you arrive you must pick a group to join--no standing in the middle of the room or between groups! You will have to spend the next fifteen minutes with one of the six groups. The group you choose to join initially gives you the first identifying letter for your work personality code (R for realistic, I for investigative, A for artistic, S for social, E for enterprising, and C for conventional). Make a note of this first letter.

At the end of your time with this group, everyone leaves. Now you must choose a different group to join. The next group you choose gives you the second letter of your code, R, I, A, S, E, or C. Make a note of your second letter.

You guessed it: Once again the folks in your group leave without you! You must choose another group from the remaining four. This third group choice gives you your third letter for your code, R, I, A, S, E, or C. Make a note of your entire three-letter code for future reference.

* Copyright © 1997, *The 1997 What Color Is Your Parachute?* by Richard N. Bolles. Used here with the author's permission. Not to be reproduced. Those desiring to purchase that book in its fullness will find it in almost any bookstore.

ASSIGNMENT

Work Personality Profile

On a separate sheet of paper, please identify your work personality type. In addition to noting your work personality code, please begin a list of job possibilities that you believe might be a good fit for your interests, skills, values, and work personality.

PS--You *are* writing your name, the date, and the reference code at the top of every assignment, aren't you? How well is your filing system working?

SA 5
Example
Work Personality Profile

Hector Dominguez January 30, 2000 SA 5

My work personality type: RIE

Jobs I might like:
1. Carpenter
2. Cook
3. Sound Technician
4. Grocery Bagger
5. Athlete

SA 6
PORTFOLIO DATA COLLECTION
Information

You may have heard the term "portfolio" before, but used to refer to a collection of work done by an artist or model, such as paintings or photographs. In an employment portfolio, information is collected throughout high school and beyond that demonstrates your accomplishments and talents related to work. It is kept in an accessible location, and becomes the basis for building a presentation when it is time to look for work. It is good to determine a special location in which to keep items as your portfolio collection builds--one that works for you. You may want a box for each year, or file folders/large envelopes that list categories such as "Awards & Certificates," "Correspondence," or "Writing Samples." Or you may come up with another system; as long as you use it effectively, the specific set-up of the system doesn't matter! Here are some ideas for information that you might collect for your portfolio:

- Athletic letters and awards.
- Attendance records, certificates.
- Writing samples of work you've done for class that show your skill and/or include praise comments written by a teacher.
- Certificates of participation/completion for any programs, workshops, events, sports, volunteer activities.
- Ribbons, trophies, other awards.
- Brochures of camps, workshops, special classes, and other activities in which you've participated.

- Transcripts and report cards.
- Standardized test results.
- Photos of you at work, public speaking, anything that shows you are an involved, participating person.
- Thank you or praise letters from various sources that underscore your good qualities.
- Pay stubs or W-2 forms from jobs you've held.
- Evaluations from your employers, teachers, and volunteer supervisors.
- Samples of any work you've done (newsletter article, fine arts project, other).
- Notification of grants or scholarships.
- Any items that demonstrate your skill, equipment, or special procedures you might use on the job (pamphlets, brochures, pictures).
- Theme Charts that show what you've accomplished along a certain topic, such as community service, a specific area of study, working with people, solving problems; whatever point(s) you want to make with the prospective employer.
- Newspaper clippings detailing events in which you've played a part.

With even this limited sample of the types of things you might want to keep, it's easy to see why you need a good storage place! Your *Tote Case* lends itself well to this portfolio approach: as you narrow down the type of job you are seeking and its requirements, you can use things from your portfolio file collection to assemble some pieces of information that, when whipped out of your *Tote Case* during the interview, really wow

the employer! If you look at the list of ideas and find that you have very little to go into a portfolio collection, what activities can you get involved in that will round out your experience, making you more attractive to a possible employer? Refer back to your completed assignments from SA 2, SA 3, and SA 4 for ideas. Get involved; gain experience!

ASSIGNMENT

My Employment Portfolio

Using a system of your choice, begin to collect the materials that reflect what you are doing in your life. Set up your system in which to store your portfolio information and use it. Thanks!

SA 6
Example
My Employment Portfolio

Lian Chen March 2, 1998 SA 6

My plan for storing my portfolio information:

Buy one of those cardboard storage boxes with a lid (or maybe I can get a discarded copy paper box from the school office). I'll write the school year in braille on an index card and tape it to the top or side. Knowing me, if I have to think too hard to figure out which section stuff goes in I won't do it, so I'll just use three accordion file folders (the kind that expand): one will be for things I produce (articles, papers I write that are exceptional, etc.), one for evaluation and recognition (report cards, thank you notes, certificates, awards, etc.), and one for information about programs and activities I'm in (brochures, flyers, letters describing programs, etc.). I'll braille index cards for each folder and stick them to the outside of the folders. That should do it!

SA SUM
SUMMARY CHECKLIST

Here is a checklist for your use in assuring that you have gotten the important information from each lesson of the Self-Awareness unit. If you find that you have skipped items, review the lesson and complete the item. Are you labeling and filing all your assignments in such a way that you can find them again later? If not, you might want to revisit GS 4 and problem-solve a better way to stay organized!

SA 1: PERSONAL NETWORK

_____ Understand the different types of relationships possible with other people.
_____ Understand ways my network folks can and do contribute to my life.
_____ Completed "My Personal Network" assignment.

SA 2: INTERESTS

_____ Understand characteristics of interests (definition, domains, examples, evolution of, subjective nature of, etc.)
_____ Completed "10 Interests" assignment.

SA 3: SKILLS

_____ Understand characteristics of skills (definition, how to identify, examples, etc.)
_____ Completed "10 Skills" assignment.

SA 4: VALUES

_____ Understand characteristics of values (definition, how to identify, examples, etc.)

_____ Completed "10 Values" assignment.

SA 5: WORK PERSONALITY

_____ Understand John Holland's 6 categories of work personality.

_____ Performed Richard Bolles' Party Exercise.

_____ Completed "Work Personality Profile" assignment.

SA 6: PORTFOLIO DATA COLLECTION

_____ Understand the difference between an employment portfolio and other types of portfolios.

_____ Can identify types of information and items that go into a professional portfolio.

_____ Completed "My Employment Portfolio" assignment.

WORK EXPLORATION
Unit Overview

Now that you have had a chance to get organized and to identify some of your personal characteristics as they relate to work, it is time to begin exploring real-world jobs. Not only will you learn tools and techniques to do this, but you will have assignments that bring you into contact with people and places representing a wide variety of work environments. This will help you identify jobs that appeal to you. In WE 1, Research Tools, you will learn about various categories of jobs and the characteristics of each. WE 2, Document Research, explains how to use a variety of reference materials in your career exploration. People Research is the topic of WE 3: since most jobs are found through people contacts (networking), this is an important skill to master! This unit ends with the lesson, Job Site Observation, WE 4. In it, you will learn how to get the most information you can from visiting a work place.

Here is a list of some additional things you can do, as you have time and opportunity, to inform yourself about careers and the world of work:

- Ask people to describe work-related images and scenes from television, movies, books, magazines, and other sources. Ask for details such as work attire (i.e., how workers dress), working hours, the environment (inside or outside, noisy or quiet, sitting or running around, clean or dirty, and so forth), job duties, what kind of supervision they have, and anything else you can think of.

- Ask people to take you to work with them, introducing you to their coworkers and explaining their jobs.
- Ask a friend or family member to walk down the street with you, describing every business on the block. Or, let your fingers do the walking--have someone describe businesses listed in the Yellow Pages section of the telephone book.
- Visit museums of science, technology, and industry and attend expositions and trade shows that come to town.

As you complete the lesson assignments, pay attention to your "people skills." Are you speaking clearly, asking questions, thanking people for their help, and making eye contact? Try to use your *Tote Case* to keep you organized as you make contacts and explore jobs. Be aware that, when you perform the activities in this unit, you are operating in the world of work--the contacts you make here may help you in a future job search, and the skills you build now will be the same ones you use when you look for a job in earnest!

WE 1
RESEARCH TOOLS
Information

Work exploration is about determining what jobs suit you best and are related to your long-term career goals. In the last unit, Self-Awareness, you looked closely at yourself and identified your personal characteristics: interests, skills, values, and work personality traits. In this lesson, you will take the next step in this process and explore the world of work. What jobs are out there? What jobs would you like to do? What jobs do you think you would be good at doing? What jobs can provide you with the level of income necessary for you to live independently in the future? What jobs will satisfy your values?

There are thousands of jobs in the labor market. Therefore it is important to determine the areas in which jobs of interest to you exist. Different agencies have different methods for categorizing jobs. The Department of Labor produces the major reference materials on jobs in this country. Two of the most widely used books are the *Dictionary of Occupational Titles* (DOT) and the *Guide for Occupational Exploration* (GOE). In the DOT and GOE, the government uses a classification system that divides jobs into the following areas:

Dictionary of Occupational Titles
0/1 Professional, Technical, Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Farming, Fishery, Forestry, Related Occupations
5 Processing Occupations

6 Machine Trades Occupations
7 Bench Work Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

Guide for Occupational Exploration
01 Artistic
02 Scientific
03 Plants & Animals
04 Protective
05 Mechanical
06 Industrial
07 Business Detail
08 Selling
09 Accommodating
10 Humanitarian
11 Leading-influencing
12 Physical-performing

(We will discuss another important reference item, the Occupational Outlook Handbook [OOH], later in this lesson. The OOH uses the same classification system as the DOT.)

Before we leave the DOT and GOE, let's differentiate between the two books. The DOT (which is available in print and on computer disk) is the most comprehensive reference book available on jobs in this country. Over 25,000 jobs are described in the DOT. However, there is only a brief description for each job because of space limitations (and it's still a two volume set in tiny print!). For each job described, the DOT gives you a unique, nine-digit number for future reference.

In addition, there is information for each job listed in the DOT about the amount of strength needed to perform the job functions; how complicated or simple the worker functions are; whether the job involves working with data, people or things; how much training is required in the job; and, the amount of reasoning, math and language skill required. In addition, the most recent edition of the DOT (1991) includes the GOE code for each job and the most recent update of the DOT description. You can find jobs listed in the DOT either by looking up the job title in the alphabetical index or by the job's DOT code number.

The GOE is another huge, print-only reference book. Although it is scheduled to be produced on computer disk, it may be some time before it is readily available in an alternative format. However, it is a valuable resource because it allows a person exploring jobs to search for information about jobs based on his or her interest areas rather than by specific job title. Each of the interest areas listed above is discussed in general terms and then jobs in that interest area are detailed. The GOE cannot cover as many jobs as the DOT because much more detailed information is available for each job listed.

You are strongly encouraged to use these and all other resources mentioned in the *Student Manual* in your life and career planning. Remember: Information is power, and internal power enables you to be free.

Another way of looking at the different kinds of work environments is proposed by John Holland, a career counselor. His approach parallels the work personality activity you completed in the Self-Awareness lesson, (SA 5).

He identifies the work environments as follows:

Realistic	Entrepreneurial
Artistic	Conventional
Social	Investigative

In the following section, these work environments are described in detail. As you read, be thinking about the work environments that are most appealing to you.

The Realistic Work Environment

The realistic work environment appeals to people who want to work with things (objects, tools, and machines) more than with other people or ideas. Jobs in this area require attention to the present rather than to the past or future. Frequently, these jobs require mechanical or technical abilities.

Realistic jobs: plumber, cook, electrician, firefighter, engine tester, mechanical engineer, stone carver, automobile mechanic, electrical appliance repairer, piano tuner, baggage handler, assembler, janitor, animal breeder, shoe repairer

The Investigative Work Environment

The investigative work environment appeals to people who are analytical, abstract thinkers who prefer to work with their minds rather than their hands. Investigative environments encourage experimentation. Rational but original thinkers who have interests in science, math, medicine, and technical areas do well in such work sites.

Investigative jobs: programmer, food tester, educational psychologist, mathematician, electrical engineer, translator,

archeologist, veterinarian, botanist, technical publications writer, chemist, geographer, statistician, surgical technician

The Artistic Work Environment

Artistic environments encourage perceptive, creative, free-spirited individuals. These work environments demand intuition and imagination. They are environments that have little structure--ones that emphasize aesthetics, or beauty. Artistic types gravitate to occupations in the performing and visual arts, as well as other creative fields.

Artistic jobs: stage technician, actor, musician, acrobat, package designer, fashion artist, singer, conductor, comedian, prose/poetry writer, editor, decorator, illustrator, narrator, music teacher, magician, hat maker, photographer, auctioneer

The Social Work Environment

Social environments attract gregarious people who like to be around other people. They are interested in people and like to help others. These environments require high verbal skills, an interest in people and a willingness to help others. Careers in teaching, social work, counseling, and other helping professions are found within the social environment.

Social jobs: athletic trainer, occupational therapist, teacher, psychologist, mail carrier, historian, dental hygienist, probation officer, social worker, nurse, claim examiner, librarian, police officer, paralegal assistant, cosmetologist, recreation leader, respiratory therapist, caseworker, hearing officer, bartender

The Enterprising Work Environment

Enterprising environments appeal to individuals who are persuasive, assertive, and outgoing. These environments tend to be highly competitive and profit-oriented. Enterprising people like to be in control and are often found in leadership roles. They enjoy jobs in sales, politics, and business management.

Enterprising jobs: laundromat operator, salesperson, contractor, traffic checker, warehouse supervisor, sales correspondent, kitchen supervisor, food services director, legislative assistant, housekeeper, barber, umpire, waitress, tax attorney, lobbyist, interpreter, artist's manager, securities trader, travel guide

The Conventional Work Environment

People who tend to be practical, neat, and well-organized gravitate to conventional work. Conventional work environments are structured and orderly. Conventional types do well in accounting, business, and clerical professions.

Conventional jobs: accountant, music copyist, clerk, auditor, bookkeeper, food checker, mortgage clerk, dry cleaner, building inspector, bibliographer, editorial assistant, title examiner, court clerk, ticket agent, receptionist, ticket taker, scheduler, cashier-checker, information clerk, credit-card clerk, typist

You may want to review your Holland code from the party exercise that you did in the Self-Awareness unit (SA 5) to refresh your memory at this point. You will want to use your Holland code as you approach the research tasks you will do as a part of the work in this lesson. Many school and public libraries have in their collections the *Dictionary of Holland Occupational Codes*

(DHOC), a listing of nearly 13,000 jobs by the 3-letter Holland code. The DHOC also contains an alphabetical listing of jobs with their corresponding Holland codes.

The final reference material to be reviewed in this lesson is the *Occupational Outlook Handbook* (OOH). As mentioned earlier, the OOH uses the same classification system as the DOT. Unlike the DOT, however, it provides a great deal of information on the top 250 jobs in this country. In the OOH, you can find detailed information about worker responsibilities for each job listed. There is information about salary ranges and projections about the numbers of people needed to fill job openings in that field. There is information about where to go for further information (professional organizations, clubs, unions, and so forth). You can also learn about related jobs, in case you discover that the job you started researching isn't to your liking.

The OOH is available on audio tapes from the National Library Service (NLS) to any subscriber. If you are not registered with NLS and you are a non-print reader, please call and request an application form as soon as possible. Their toll-free telephone number is (800) 424-8567. Their services are available free of charge to non-print readers.

ASSIGNMENT

Jobs of Interest

On a separate sheet of paper, please identify 3-6 jobs you wish to investigate further. Use the three-letter Holland code you came up with in SA 5 to help you. Also, make notes as to where you will start to seek information about those jobs. Consider making a *Tote Case* folder in which you can keep this information. Use your "To Do" list and calendar to stay on track in talking with people about the jobs you selected. Happy hunting!

WE 1
Example
Jobs Of Interest

Matthew Dunn January 30, 2000 WE 1

Work Personality Type: RIE

Jobs I'm interested in and think I could do:
1. Telemarketing
2. Cook in a fast food restaurant
3. Work in a mall shop
4. Take tickets at ball games
5. Clean up after ball games

Sources for further information: OOH, Aunt Betty (sales clerk at Foley's), ask coach about ball game stuff, ask Eddie about his job at McDonald's.

WE 2
DOCUMENT RESEARCH
Information

In the first lesson of this unit, you learned about a number of job reference materials: the *Dictionary of Occupational Titles* (DOT), *Guide for Occupational Exploration* (GOE), and *Occupational Outlook Handbook* (OOH), all of which are government publications. These reference materials are available in print in most public and school libraries. Remember, the OOH is also available through the National Library Service (800-424-8567) on audio tape. The NLS can also refer you to a library in your area that can offer you assistance.

You also learned about John Holland's *Dictionary of Holland Occupational Codes*, or DHOC, another print reference book. Although the Holland book is not available in braille, an abbreviated version of the occupational finder section is available in braille through the publisher, Psychological Assessment Resources.

There are two additional books which may be of interest to you, *Career Perspectives* and *Jobs To Be Proud Of.* These two books contain interviews with successfully employed blind and visually impaired people. Both books are available in print, large print, braille, and audio tape through AFB Press (American Foundation for the Blind). They are excellent resources for information about how these individuals secured their jobs and what accommodations they use to perform on-the-job. Check the Resources unit for contact information.

Most public and university libraries have extensive holdings in the areas of career exploration and job searches. These include

researched documents that forecast future employment trends and "how to" books that take you through the process of deciding on a career, developing a resume, conducting a job search; even how to start your own business, should that be your goal.

When using the library, ask to speak to the Reference Librarian. By telling him what it is you are looking for, he can suggest books and may be able to direct you to material in accessible media. Another way to research career-related literature is through databases such as CARL ET AL of the American Printing House for the Blind. A number of agencies subscribe to CARL ET AL, so check with your local Department for the Blind or other agencies to see if they subscribe. Here is a sample of the type of information it is possible to receive from CARL ET AL with a search request of "career"--we stopped after 5 pages, so there is obviously a lot of material listed! CARL ET AL covers many fields of study, such as textbooks, braille teaching materials, recreational reading for all ages, music, and computer instruction. Separate CARL ET AL listings indicate that *Take Charge* is also available in cassette, disk and large print formats.

ISBN: 0939173166
Title: Take charge <braille>: a strategic guide for blind job seekers/Rabby & Croft.
Publisher: Boston, Mass.: National Braille Press, c1989
Source(s): Braille. Boston, Mass.: National Braille Press. Includes 5 v. (559 p.)
Supplier: National Braille Press Inc., 88 Stephens Street, Boston, MA 02115 (617) 266-6160, Fax (617) 437-0456
E-mail: dcroft@world.std.com Contact: Diane Croft.

If you have a computer and modem, and would like more information about subscribing to CARL ET AL, call the American Printing House for the Blind at 1-800-223-1839.

As you begin to research jobs of interest to you, all the information you gather from books and people will be helpful in determining whether the job is really what you think it is. Ideally, you will begin your investigation into a particular job by reading about it in one or more of the reference materials listed at the beginning of this lesson and in WE 1. Following your efforts to read about the job, it will be important to develop questions you might like to ask a worker in the job, either one with or one without vision. This will be covered in the next lesson.

To help you consider what information is critical to capture, a blank Job Analysis Form is reproduced for your use.

ASSIGNMENT

Job Analysis

On separate sheets of paper, please analyze the 3-5 jobs you identified at the end of WE 1 as being of interest to you. Use your *Tote Case* to help you--you may want to label a folder "Job Research" and keep the assignment you are working on in this folder until it is completed and ready to be filed in its permanent location. Consider attaching your Job Analysis format and any partially completed analyses to your clipboard. This will help you keep track of them as you move from place to place finding information on jobs. Thanks.

JOB ANALYSIS FORM

Name:

Date:

Job Title:

DOT code:

Job Duties:

Qualifications:

Location:

Salary:

Outlook:

Reference:

Questions to ask a worker in this field:

WE 2
Example 1 (low vision student)
Job Analysis

Matthew Dunn February 14, 2000 WE 2

JOB ANALYSIS FORM

Job Title: Retail Sales Worker *DOT code*: 290.477-014

Job Duties: assist customers by showing various styles and colors of merchandise, demonstrate use, describe product's features, make out sales check, receive cash, check, or charge payments, bag or package purchases, give change and receipts. May stock shelves, keep work area neat, mark price tags, take inventory, and prepare displays. May open and close cash register and make deposits at cash office.
Qualifications: some high school, at least 16 years old.
Location: stores (indoors). Clean, comfortable environment. May be required to stand for long periods of time.
Salary: minimum wage. Often receive discount on merchandise. Health and vacation benefits most often available at larger stores.
Outlook: positive--faster than average growth through the year 2005.
Reference: OOH

Questions to ask a worker in this field:
(*A worker with vision*)
Is the cash register hard to operate?

(Continued from previous page)
Have you ever had a problem with the money?
Do you have any tips on keeping the cash drawer balanced?
Have you ever given someone the wrong change? How did you handle that situation?
What's the most difficult part of this job?
Do you have to work every weekend?
Do you work on holidays?
Did you work here before you graduated from high school?
Did you go to college?
What goals do you have for future work?

(*A worker with low vision*)
Same as above, plus:
Can someone with low vision do this job?
How do you see the price tags?
Can you see to read the cash register easily?
How do you handle the money?
Do you use a bill identifier?
Or, do you have a system to help you keep from getting confused and giving customers the wrong change?
Will customers notice that I can't see well and, because of this, feel uncomfortable with me as their sales assistant?
Do you use low vision aids on the job? What?

Amanda Hart March 3, 1999 WE 2

JOB ANALYSIS FORM

Job Title: Receptionist *DOT code*: 203.362-014

Job Duties: greet customers, determine their needs, refer callers to the person who can help them. Provide security by knowing who belongs in the building, answer telephones and route calls, may monitor attendance of employees and report to management. Answer questions from public. May use automated office equipment such as personal computers, fax machines, multi-line telephones, and so forth. May perform secretarial and clerical duties, as needed.
Qualifications: some high school, at least 16 years old.
Location: health service organizations, manufacturing, wholesale and retail trade, government, professional offices, real estate.
Salary: minimum wage to $10 an hour.
Outlook: faster than average growth.
Reference: OOH

Questions to ask a worker in this field:
(*Someone with vision*)
Is the phone system difficult to operate?
What kind of phone system do you use?

(Continued from previous page)
How many lines are you responsible for answering?
How do you handle rude or belligerent people?
What kind of training did you receive for this job?
Do you have any tips on keeping up with the people whose phones you are answering--where they are?
Have you ever given someone the wrong message? How did you handle that situation?
What's the most difficult part of this job?
What's your favorite part of this job?
Do you have to do things other than answer the phone, like type?
Do you work from 8 to 5 everyday?
Did you work here before you graduated from high school?
Did you go to college?
What goals do you have for future work?

(*Someone without vision*)
Same as above, plus:
Can someone without vision do this job?
How do you keep up with the staff's telephone extensions?
How do you write out people's messages?
Do you have to greet people coming into the company?
If so, how do you know someone has come in?
Will customers notice that I can't see and feel uncomfortable with me?
Do you use adaptive equipment on the job? What?

WE 3
PEOPLE RESEARCH
Information

While many excellent written resources exist on the topic of careers, there is no substitute for the value of speaking directly to people who perform jobs in which you have an interest. Things you might want to know include not only the basics of the job, but also: what training was required and who provided it; how they got the job; adaptive equipment they use; what they like most/least about the job; what other types of jobs have they had and how these jobs relate to the current position; whether they would recommend the job to someone coming out of high school; and, what advice they would give to someone who is interested in this type of work. Most people are pleased to talk about their work, especially to someone who is polite and interested. Now, how do you find these workers who can give you information about the jobs they perform?

The American Foundation for the Blind (AFB) maintains a database of employed blind and visually impaired individuals who have given permission to AFB to share their names, addresses, and phone numbers with other visually impaired people interested in the kind of work they are doing. These individuals are called "mentors" because they are willing to share what they know in order to help you set and reach your career goals. The database can be accessed by calling AFB's toll-free number, 1-800-AFB-LINE (232-5463), and asking for the Career and Technology Information Bank.

Finally, no research for visually impaired people would be complete without input from some of the many successful blind

and visually impaired adults who are members of the consumer organizations: American Council of the Blind (ACB) and National Federation of the Blind (NFB). The addresses and phone numbers for their national offices are listed below. Many cities also have active affiliates. Check with directory assistance in your town to find out the number for a local chapter.

American Council of the Blind
1155 15th St. NW, Suite 720
Washington, DC 20005
202-467-5081; 800-424-8666

National Federation of the Blind
1800 Johnson Street
Baltimore, MD 21230
410-659-9314; 800-638-7518
(12:30 - 5:00 EST)

Perhaps you know of other sources for information, such as a school for the blind or a vocational rehabilitation agency that may have information about individuals working in your areas of interest. Use your Personal Network (SA 1) to get as many ideas for sources of information as possible!

The examples that follow this lesson are real--personal information has been changed for the sake of confidentiality. As you will discover when you read them, sometimes the contacts hold unexpected information. Rounding out your knowledgeof the world of work is great experience and has benefit no matter what your eventual career choice. Use these examples as a resource, as well: One of the jobs described may interest you!

ASSIGNMENT

Investigative Interview

Call one of the source agencies listed above to inquire about names of people performing 3 jobs you listed in WE 1 (or others about which you'd like to learn). Using the questions in the examples as well as some of your own, make contact with these people. Record the information you learn on sheets headed with your name, the date, and your code. You can use your *Tote Case*: you may want to clip your sheet of questions onto the clipboard, make note on your calendar the date you plan to contact organizations, and keep the on-going results of your efforts in a *Tote Case* folder labeled "Job Research." Thanks!

Kitty Windham March 31, 1999 WE 3

Name: Mary Larkman
Phone: 838-555-7817
Job Title: Court Reporter

Job Duties: Just finished training and is currently job hunting! She has done some captioning at meetings for hearing impaired students at the university. Her internship was at the courthouse where she took five depositions and sat in on several trials. She said duties will differ, based upon if the court reporter works for a county courthouse or does freelance work. If working for a county courthouse, she checks dockets (schedule of trials), reports to courtroom, writes verbatim in shorthand everything said, transcribes it and proofreads transcripts, does filing. Freelance work involves local travel in addition to the duties of writing verbatim everything said in proceedings, taking depositions and completing transcripts.

Adaptive Equipment Used: Notebook computer with a braille display. Specially designed software called Rapid Text allows her to write steno strokes and translate them into English--she can edit and proofread with the Rapid Text software.

(Continued from previous page)
Training: Two days of cram training on equipment before first semester began, to give her an introduction. Court reporter training took about 3 years, although she did take one semester off. Shorthand required about 3 years to develop skills, though she feels there is still much she can learn.

What advice would you give to a young person who is interested in this type of job? Concentrate on learning shorthand; take things as they come; don't rush yourself--it's a challenging program of study and you have to have a score of 95% to pass; it's hard work, but worth it in the long run; she enjoys it, but would prefer a job at one courthouse since carrying around the equipment is strenuous. A job at one courthouse would be less strenuous, have less traveling, and more normal work hours.

Kitty Windham March 31, 1999 WE 3

Name: Connie Potter
Phone: 620-555-3069 (w); 620-555-9983 (h)
Job title: Receptionist at library

Duties: Answers phones, takes messages, directs phone calls to various staff, greets volunteers who work in the library, adds books to patron files, looks up information on files, manages the patron Internet accounts.

Adaptive equipment used: Has been using a braille display exclusively but recently received a Windows screen reader and a Sound Blaster card. Uses Perkins braillewriter.

Training: Volunteered at the library while working at another job. She was familiar with computers--received on-the-job training. She has had two years of college in liberal arts. She is a cane traveler who takes the bus to work.

How did you get your current job? Was working at a federal agency and heard about an opening at the library and applied. Went through the interview process with the library personnel.

(Continued from previous page)
What do you most like about your job? Variety of job tasks; she fills the gap for a wide range of different types of jobs as needed, doesn't have full responsibility for anything.

What do you like least about your job? Confined by operating the switchboard except for breaks and lunch. She has to find coverage if she needs to leave for any reason.

What other kinds of jobs have you held and how do they relate to your present job? Computer programming.

Would you recommend a young person coming out of high school attempt to do this kind of job? Yes, must have some experience in customer service, general office, and phone work. Uses the computer as her main mode of communication. People skills are valuable.

What advice would you give to a young person who was interested in this type of job? Good social skills are important. The less different you are from others, the easier it is to work in a group. Get along with people by conversing about things people like to talk about and having good manners.

Kitty Windham March 31, 1999 WE 3

Name: Francine Jones
Phone: 181-555-8012 (w); 181-555-2216 (h)
Job title: Teleservice Contact Representative

Duties: Answers telephone, gives information on the federal Social Security program, data entry and referral.

Adaptive equipment used: Braille interface terminal (old equipment) & braillewriter.

Training: She has a master's degree. Hasn't had much on-the-job training. Received WordPerfect training for 18 days several years ago. Started out on manual typewriters and progressed to electric typewriters and then computers. People originally had to read for the employees who were blind.

How did you get your current job? A friend recommended her for the job and she applied with assistance from the Commission for the Blind. She has worked this job for 20 years.

What do you most like about your job? Working with people. Enjoys talking with them.

(Continued from previous page)
What do you like least about your job? Problems with very old equipment--it stalls.

What other kinds of jobs have you held and how do they relate to your present job? Worked as a case aide in the industrial home for the blind. Worked summers in college as a music counselor.

Would you recommend a young person coming out of high school attempt to do this kind of job? Yes, definitely recommend computer training, training with adaptive technology (has had a problem in the past with receiving appropriate equipment and training), braille, word processing, people skills--major in subjects that might teach skills that could lead to a job.

What advice would you give to a young person who was interested in this type of job? Know how to conduct yourself in a job interview. Get an idea of what kinds of jobs can be done by a person who is blind. Do research using the DOT or OOH. Career counseling would be helpful to develop a career plan.

Kitty Windham March 31, 1999 WE 3

Name: Carlos Lopez
Phone: 317-555-8146
Job title: Telephone Operator/Receptionist (county office)

Duties: Answers general line for the building, directs calls, gives out phone numbers, gives information for people needing economic assistance, collates packets and paper clips or staples, takes messages for a core group through E-mail system.

Adaptive equipment used: IBM compatible computer, speech synthesizer and accompanying screen reader software, braille display, & braille embosser.

Training: Has advanced education equivalent to the junior level in college. Received on-the-job training and learned the information needed for people to register for services. Received some training from the adaptive equipment vendor's representative to assist him in learning to operate the equipment.

How did you get your current job? Applied for this type of job with the county and a year later the office contacted him and asked if he was still interested. He interviewed and was hired. Had to go

(Continued from previous page)
through several interviews and stresses the importance for a job seeker to keep at it. Had been working part-time (five hours a day) for a year as a receptionist for a private company before he got this position. Has worked in this job for 13 years.

What do you most like about your job? Working with the technology. The work is interesting and varied.

What do you like least about your job? Dealing with irate callers.

What other kinds of jobs have you held and how do they relate to your present job? Receptionist for a private company.

Would you recommend a young person coming out of high school attempt to do this kind of job? Yes, the work is interesting. Must have the patience to deal with phones when they get busy. Must remain calm during the occasional irate phone call.

What advice would you give to a young person who was interested in this type of job? Computer skills are critical. Familiarization with adaptive technology. GUI (graphical user interface) increasingly important, but hasn't been a problem for him in his office yet. Need to get basic training--typing a must. General office skills and classes on dealing with the public most helpful. Mobility is important for those who are totally blind (he is a cane traveler who rides the bus to work).

Kitty Windham March 31, 1999 WE 3

Name: Maya Moser
Phone: 891-555-7222
Job title: Word Processor

Duties: Works at a rehabilitation center. Types records that have been dictated onto tape with a Dictaphone. Answers phones at the switchboard two hours a day to relieve the receptionist.

Adaptive equipment used: IBM compatible computer with speech synthesizer and WP 5.1. Used to use large print. Uses a braillewriter to braille messages and then transcribes them by hand for coworkers.

Training: Attended a four month word processing course at a Goodwill training center. Took a typing class in high school. Is in computer training. In mobility training, she is a cane traveler who has learned how to get to work on the bus.

How did you get your current job? Was a client at the vision center for two years before she applied for a job there. Knew through her counselor that there was an opening in word

(Continued from previous page)
processing. The office called her and asked if she would be interested. She had already completed the word processing course.

What do you most like about your job? Likes the people who work there. The things she types are interesting.

What do you like least about your job? Can be monotonous work, typing all day. Would enjoy answering the phone more often.

What other kinds of jobs have you held and how do they relate to your present job? Current job is her first office job. Worked in child care at a daycare center and baby sat for three years in a private home. Has held her present job for 10 years.

Would you recommend a young person coming out of high school attempt to do this kind of job? For some, yes. She has no chance of promotion unless she goes back to school in the area of rehabilitation. Phone skills are a must; have to be polite and patient with rude people and willing to help others.

What advice would you give to a young person who was interested in this type of job? Try to be versatile. Typing speed and accuracy must be high: the faster a person can type the more marketable he or she is. Be familiar with more than one word processing program. Learning Windows is increasingly important. Be willing to learn new things.

Kitty Windham March 31, 1999 WE 3

Name: Tom Chen
Phone: 400-555-9137
Job title: Small business owner/operator for adaptive products

Duties: Helping the visually impaired function more independently. Maintains a catalog of special products. Company is accessible via the Internet, offering world-wide service.

Adaptive equipment used: Has very little vision. Uses CCTV, large print computer screen, talking clocks and calculator.

Training: Learned everything himself. There weren't any services available when he lost his vision.

How did you get your current job? Started his business at the age of 48. Was an air traffic controller before he began losing his sight. Managed several businesses before his current one. Helps people with knowledge he has acquired.

What do you most like about your job? Helping people.

(Continued from previous page)
What do you like least about your job? Politics of the business world, such as back-stabbing. Most business owners just want to see how much money they can get from people and don't care about what's best for the customer.

What other kinds of jobs have you held and how do they relate to your present job? Drove truck, moved furniture, lawn service, sold gadgets to stores, real estate, insurance, owned/operated mobile park, operated apartment houses.

Would you recommend a young person coming out of high school attempt to do this kind of job? Yes, for certain people. It takes self esteem, determination, willingness to help others, care, and consideration. Must have empathy for others. Might want to obtain books or tapes for information on sales techniques; "hard sell" techniques don't work. Must have consideration for customers and try to meet their needs.

What advice would you give to a young person who was interested in this type of job? Become knowledgeable about your product and know how best to help people.

Kitty Windham March 31, 1999 WE 3

Name: Kenisha Ralston
Phone: 712-555-3061
Job title: Clerk/Receptionist in a state agency
Duties: Answers phones, takes messages, greets visitors, stamps outgoing mail on the postage meter, and other duties as assigned, such as stapling, folding letters, stuffing envelopes, stamping free matter for large mailings

Adaptive equipment used: Perkins braillewriter & a braille electronic notetaker connected to a printer used to print individual messages onto cards, and a braille desktop calendar used to note dates when office personnel will be out due to illness, vacation, meetings etc. Has received training on IBM compatible computer and expects to be operating one in the office soon.

Training: Took a typing class in high school, attended college prep at a training center, went through a period of evaluation at the Lighthouse, and attended secretarial school for nine months. Most important training was on-the-job.

How did you get your current job? Knew the woman doing the job was blind and that she was leaving, so the job would be open. Since getting this job, she has been there 23 years.

(Continued from previous page)
What do you most like about your job? The contact with people. Enjoys being out--could not tolerate staying home all day. Paratransit transports her and is fairly reliable.

What do you like least about your job? Doesn't like ink stamping because it's messy and can get all over hands and clothing. Also has to contend with hostile people who blame the receptionist for counselors who don't return phone calls.

What other kinds of jobs have you held and how do they relate to your present job? Worked in the snack bar in school which taught her how to deal with the public.

Would you recommend a young person coming out of high school attempt to do this kind of job? Yes, if they really feel that it is what they want to do and get the appropriate training--she has been very happy for 23 years.

What advice would you give to a young person who was interested in this type of job? They really must know what they're doing and what they want. There is pressure involved. It is important not to get flustered when the phones go crazy. Knowing how to type is a must; excellent phone skills and business courses might be helpful. She wishes she knew Spanish because of all of the Spanish-speaking callers in her area. Computer skills are probably becoming more and more critical even for receptionist jobs.

Kitty Windham March 31, 1999 WE 3

Name: Lavar Collins
Phone: 605-555-1270
Job title: Manager and head of the Returns Department at a retail grocery chain

Duties: Supervises and participates in the communication between the distribution center and the store. Products that do not sell, such as manufacturer recalls or seasonal products, are his responsibility. Must ship back and collect reimbursement for the products. He manages the computer system himself. Oversees store credits and invoicing (accounts receivable and payable) to manufacturers.

Adaptive equipment used: Reading glasses with magnifying lenses. A solid character monitor and enlargement screen would help. Has no central vision. Uses glasses to read labels on cases.

Training: Received on-the-job training. Didn't receive any type of training from the state, except it did pay for his college. He has been able to find jobs on his own. He doesn't drive, but he is able to ride his bike three miles to work.

(Continued from previous page)

How did you get your current job? Enrolled in graduate school while working part-time for a food manufacturer. Wanted to start his career and heard of a job as a buyer--placing purchase orders as a purchasing agent. He applied, and with his education and experience was hired--vision wasn't a problem as he had adapted to his vision loss. He has been partially sighted since he was 10 years old. Has worked for the company for 21 years in several jobs: buyer, warehousing, and manager of reclamation center where he supervised 12 people. Then, the company downsized and the department was reduced to a two-man department.

What do you most like about your job? It's rewarding to see how his job is tied into the bottom line of the company as indicated by the profitability of the store. He is committed to saving the store money. Meeting other people and entering into contracts with suppliers is interesting. Buying a good product at the right price presents a challenge. Really likes the contact with people.

What do you like least about your job? Associates who make negative comments about the company. He's worked there a long time and it has become a family. Ideal job would be to be an entrepreneur.

What other kinds of jobs have you held and how do they relate to your present job? Worked in the food industry as a bus boy in a restaurant. Worked in a warehouse unloading and stocking freight. Several different positions in present company.

(Continued from previous page)

Would you recommend a young person coming out of high school attempt to do this kind of job? Knew another guy who was visually impaired who worked purchasing prescription drugs. This gentleman had a pharmaceutical degree. He had a visual impairment but could see well enough to drive. With a job like this, you have to be able to read bar codes on merchandise, but a blind person could do the computer-based jobs.

What advice would you give to a young person who was interested in this type of job? Decide what you really want to do--go beyond learning academics and getting good grades. Have confidence. When he was 22 and had a year left of college, he wrote a letter to a company in a distant state to inquire if he could get paid to work in a cannery in a state he always wanted to visit. The company wrote back and said their policy was to hire local people but they gave him a contact for a cannery closer to him and suggested he contact them. He did, and went out and worked for six months in the cannery. He was invited back to work in quality control. He didn't stay because he wanted to finish his last year and graduate. Advises students to seek work in spite of being scared. Father paid for him to go out to the cannery and he was scared he wouldn't be able to do the job and, consequently, would let his father down. He took a chance and it turned out to be a wonderful experience for him.

Kitty Windham March 31, 1999 WE 3

Name: Don Basset
Phone: 101-555-6363
Job title: Part owner/manager of two small corporations

Duties: His sight is worsening and limiting his activities currently. The store he works in is like Sears or Wal-Mart, except on a much smaller scale. He specializes in products for fishing, hunting, and camping. Stores provide personalized service and can give more information about the products than the large department stores. Can't see to read the boxes, tags, or literature about the merchandise to explain to customers anymore. Uses a Visualtek magnifying machine to do some paperwork but it's slow. Answers questions from employees. Works 30 hours a week as part-time manager.

Adaptive equipment used: Visualtek and, occasionally, a magnifier
Training: Has worked at the store since he was 12 years old after school and during college. It is a family business.

How did you get your current job? Thrown into it when his father passed away when he was in his early 20's. He was approximately 32 when he went legally blind in the 70's.

(Continued from previous page)
What do you most like about your job? The contact with people.

What do you like least about your job? Having great difficulty doing his job as a result of the vision loss. He knows there are options available to him such as learning braille and becoming familiar with computers equipped with speech and/or braille output devices. He hasn't yet reached the point where he's willing to enter such training, but probably will in the future.

What other kinds of jobs have you held and how do they relate to your present job? Purchasing, marketing, stocking, advertising, delivering merchandise, customer assistance, filing.

Would you recommend a young person coming out of high school attempt to do this kind of job? No, he can't do a lot of those things he used to do now that he has severely limited vision--wasn't as visually impaired when he started.

What advice would you give to a young person who was interested in this type of job? It is people-oriented, so gain as much knowledge about the type of business they are going to be working in as possible. Must enjoy working with the products they will be selling. Find a niche--not necessarily selling--but something suited to their ability. He could drive in the beginning, read labels, stock; there are a lot of different things to do, from arranging procurement of merchandise to following-up after it's sold--and a lot happens in between. Small operations have to do it all, while large operations have specialized areas.

Please note: In the process of gathering the information contained in the People Research section, it was discovered that, occasionally, databases have inaccurate information and need to be updated. In one instance, a mentor had died very suddenly and the database administrator had not been notified of the death. In a few other instances, blind mentors had either transferred to other departments in their companies, retired, or moved away and the database administrator had not been contacted to update the files. If such a situation should occur when you conduct your research, please take a few minutes to drop the administrator a note or give them a phone call to eliminate the error and make a correction if possible. They, and others using the database will thank you. For the most part, you will find people to be extremely helpful and willing to share their experiences and knowledge with you. If you are seeking information on a career for which a mentor cannot be found in a disability-specific database, start with member organizations of a related nature and they can help you network.

Information

Up to this point, you learned about jobs by reading reference materials and interviewing workers in those jobs. Now it's time to actually go out and observe in the community. What's really going on at those work sites? Is it like you imagined from what you read and heard? Or is the work site radically different from the impressions you have formed?

To fully understand what's involved in doing a particular job, nothing can take the place of being there. If you have the luxury of investigating "up close," you will discover things that no one will think to tell you and things that are not reported in books because they are too job site specific. Another advantage of going out to visit job sites is that you may discover related jobs that interest you of which you were unaware before your visit.

You can make your arrangements to visit job sites by referring back to the list of places you wrote out earlier in WE 1 that hire people to do the kinds of jobs in which you are interested. You will want to call, in advance, to determine whether or not you may visit. Some companies have restricted security areas and won't or can't allow visitors. However, the majority of companies--large and small--are receptive to letting students visit.

You will want to ask when a good time to visit is. Usually, there are days and times when companies will be more receptive to visitors, but be sure to let them know that you want as realistic a view of the work environment as possible. For example, you wouldn't want to observe in a restaurant when there are no customers being served or at a factory when they have no contracts

being filled! If you feel uncomfortable making these initial arrangements, you may want to solicit help from a teacher, counselor, or your parents. If you choose to request help, listen to how your helper talks with the employer so that you can perform this task independently in the future.

For an initial visit, you will want to allow approximately an hour. If you visit a company where you really feel good about the company and continue to have a strong interest in working in an environment like the one you visited, you may want to return at a later date for a more extended period of time. In fact, you may want to do an activity known as job shadowing, where you actually follow or work beside an employee for a predetermined amount of time. The amount of time depends on you and the worker. It might be half a day, a week, or even a month, if the employer and the worker are agreeable to having you there. If you do commit to this extended observation period, job shadowing, you will want to document your observations throughout your stay. You may choose to do so in a journal format, writing about your experiences daily, or you may want to record information on a form like the one you used to do your initial observation. There is no one way that is better than all other ways--it's up to you! You will want to capture your thoughts and observations in some way or another, and it helps to have decided upon the method that will work best for you, in advance.

TIPS FOR LOW VISION STUDENTS. Students with low vision face a different challenge when doing observations than the average sighted student. The following points are designed to provide you with some suggestions for making your observation

more meaningful. Needless to say, you will be the best judge of what will work for you as you conduct an observation.

- Take your low vision aids with you to the observation. Both near and distance aids may be helpful to see what is going on in the environment.
- Ask permission to move closer to the job site, unless safety is an issue.
- Ask to move if you are seated in an area where glare is a problem for you, or you are facing a window and the ambient light is bothering you.
- If you need to wear a visor or special glasses to cut down on glare, be sure to explain their function to your guides or they may assume you are being disrespectful!
- If you need a few minutes to accommodate to a new lighting situation (coming indoors or going outdoors), let the person showing you around the facility know of this need.
- If you see something that doesn't make much sense because you can't discern enough detail, ask about the object and its function. (It does you no good to "watch" if you're not sure what you are watching!)
- Alert the individual showing you around if you have trouble picking out curbs or steps that are not clearly defined so that you don't trip or fall.
- Some equipment is easier to understand if you can see it and feel it. Ask if you can look and touch when the machine is off so that you will have a better understanding of it when it's running.

- Never, ever hesitate to ask questions if you don't understand or can't see something. Remember: The only dumb question is the one you don't ask!

Be polite and thank people for their assistance and they won't mind helping. In fact, you may find out a lot more than someone who has perfect vision who is just casually observing!

TIPS FOR BLIND STUDENTS. Students who are blind face a still greater task than sighted or low vision students in observations because the essence of the task is visual. Rest assured; it can be done! The following suggestions are intended to make your observations more meaningful. As with students with low vision, you will be the best judge of what will work for you in an observation.

- Go with sighted assistance to your observations. A teacher, teacher's aide, job coach, friend, or family member with good vision and the patience to join you in your work exploration activity must be recruited. Pick someone whose verbal descriptions have been helpful to you previously (a known entity) rather than someone who has never described things to you.
- Let the person who is guiding you through the work situation know that you have your friend, teacher, or significant other person with you simply to be your "eyes" for this initial observation, but that you are the one who is interested in the work.

- If you are using adaptive equipment in the observation, volunteer to describe it to your guide.
- Ask your guide to point out things or areas of significance in the work area and to describe their functions to you.
- Ask for permission to touch things in the work environment.
- Tape record or braille notes of significant information you glean from your observation on-site and confirm your observations with your sighted helper.
- If you intend to use a tape recorder to capture information, be sure to ask permission to do so before you begin taping.
- Never, ever hesitate to ask questions, if you don't understand or can't figure out what's going on. Remember: The only dumb question is the one you don't ask! Be polite and thank people for their assistance and they won't mind helping. In fact, you may find out a lot more than someone just casually observing, even if they have perfect vision!

ASSIGNMENT

Work Observation

Using the Job Site Observation Form as a reference for information to capture, write out an observation for one or more job sites you visit. Review the "tips" above to help you prepare. Consider taking your *Tote Case* along and using either your notetaking device or your clipboard in recording the observation information. Place completed information into a *Tote Case* file. Good luck--just be yourself!

JOB SITE OBSERVATION FORM

Name:
Date:
Job Title:
Name of Worker(s) Observed:
Observation Site (include address/phone):

General Observations (include information about physical layout, lighting, space, office arrangements; number and type of workers; proximity to restaurants for lunch options; overall pace of work environment; neighborhood safety; transportation options; etc.):

Job Tasks Observed (include information about frequency and duration of tasks performed; physical, mental, emotional strength required to perform; note whether tasks are performed independently or in groups; note amount of supervision provided):

JOB SITE OBSERVATION FORM

Name: Sally Munroe Date: Feb. 21, 1997 WE 4
Job Title: Cashier at Luby's Cafeteria
Name of Worker(s) Observed: Maureen Robson

Observation Site (include address/phone):
Luby's Cafeteria
3810 West 45th Street
444-2177
General Observations:

The cafeteria is well-lit and the cashier's station is right by the entrance/exit where natural light comes in through the windows. Customers come in one door and exit out the other, so that no one can leave the cafeteria without coming by the cashier's counter (whew--thank goodness!) As they leave, customers give the cashier their bills which are like cash register receipts that say how much they owe. The print is not too good--blue ink and it looked like dot matrix print. It's itty bitty and kind of hard to see! But Mrs. Robson let me use my magnifier and I could see the print just fine.

The cash register does all the work--you put in how much the bill is and how much the customer gives you in cash and the machine tells you how much change! The cash register print out

(Continued from previous page)
was red on black and big enough for me to see without my magnifier, so that was neat. The wildest thing is when someone wants to use their credit card! The card just has to be run through this machine--you put the card in so that the black stripe on the back of the card goes into a groove in the machine and you pull the card through. Then you wait and if the credit card is OK the machine gives you the papers the customer has to sign--two copies, one white (on top) for the register and one yellow (on the bottom) for the customer. Mrs. Robson showed me how, every time, I would have to check the customer's signature on the back of the card with the signature on the receipt before I give the customer back the card. That was hard even with my magnifier, because some people have horrible handwriting! It's important though because the card could be stolen. The good news is that because it's a cafeteria there are no tips to worry about!

I liked the space. It was open and airy. There were clean bathrooms. Lunch would never be a problem because if I worked there I would get one meal a day as a benefit!

Transportation was easy, too. There is a bus stop right in front and buses run regularly. I went at 1 PM, so the lunch time rush was supposed to be over, but there were still lots of people. I don't know if it was because there were so many older people or what, but it didn't feel rushed, even when there was a line of people waiting to check-out. All the workers were real nice to me. They asked me what school I attend and if I would graduate soon (I told them I was only a freshman, but that I planned to graduate in the year 2000. One man laughed and said he hoped he'd still be alive that far in the future!) There are some other high school

(Continued from previous page)
students who work later in the day, but I didn't get to meet them. I think they bus tables and work the line--maybe I'll ask to observe one evening next week to see those jobs. I liked Luby's and I liked the cashier job.

Job Tasks Observed:
Mrs. Robson worked hard the whole time I was there. She stood behind the counter and, although there was a stool, she said she preferred to stand. She wore very comfortable-looking shoes. She told me that later in the afternoon (when it really did slow down) she would count the money in her drawer and put it in the bank bag for the manager. She said
each cashier started the shift with a drawer of money and had to be sure that the receipts and the money balanced at the end of the shift. I think this could be a bit stressful, especially if the money didn't balance at the end of your shift!

There were lots of other workers, but Mrs. Robson was the only one at the cash register while I was there. She said if it got really busy they would have two cashiers, but during down times only one was needed. (I still can't believe that when I was there is considered down time!)

There didn't seem to be any supervision, but Mrs. Robson has been doing this job for fifteen years so I don't think she needs any help!

Ted Fox November 6, 1999 WE 4

JOB SITE OBSERVATION FORM

Job Title: Court Reporter
Name of Worker(s) Observed: Cassandra Williams
Observation Site (include address/phone):
Legal Services, Inc.
4875 Highway 290, Suite 880
454-8800

General Observations:

We (I asked Mr. Roberts, the Vocational Adjustment Counselor, to accompany me) went together to a nice office building out on Highway 290. Mr. Roberts never did see a bus stop, so I'll have to call transit to find out whether there's bus service out there. The building was pretty new with elevators in the center. I was pleased to see that the elevator buttons were brailled and that there is a recording that lets you know which floor the elevator has stopped on--that was neat!

Ms. Williams, who said to call her Cassie, was very nice. She talked to us for a long time about her work as a court reporter. She said she's been doing it for almost 20 years! She said sometimes

(Continued from previous page)

it's kind of exciting, but mostly it is just depositions for lawyers and some were pretty boring. (I asked her what these are--they are the recording of questions asked by the lawyer and the answers given by witnesses and other people involved in the case.) She said you have to keep after people not to say, "uh, uh" and "ummm" and nod their heads, because you can't write what that means in the transcript. She said sometimes it's hard to transcribe when the person is not a native English-speaker and they have a heavy accent.

Cassie showed me the machine she uses that's like a shorthand typewriter and let me sit at it--it goes between your legs on this tripod. It's narrow with a paper roll at the top, kind of like an adding machine! She said I would have to have a machine like that, but with braille so that I could read back what people had said for the Court or for one of the lawyers. (I hadn't thought of that!) Mr. Roberts asked her how she handled videotaped depositions (I didn't know about them either!) and Cassie said she usually has a fellow who goes with her to set up the equipment, but that she checks to see that it is recording, changes the tape, if necessary, and closes it down at the end of the deposition. (I wonder how a blind person would handle that part of the job?) She said she also tape records all of the testimony and that she types her final transcript from both the tapes and the shorthand report. She said she went to court reporter school for about nine months and received a certificate. She even gave me a list of schools in the area that offer the training, but she had no idea if any of them has ever worked with a blind person. I thanked her and let her know that I would do that research and let her know.

(Continued from previous page)

Her office was kind of small; there was just enough room for me, her, and Mr. Roberts. There are two other court reporters who work with her who have their own small offices next to Cassie's. There is also a desk out front for a receptionist, but Cassie said they don't need a full-time receptionist and just use the desk if they need someone to come in and help with typing. The whole suite was carpeted, and that is nice because it cuts down on the noise.

While we were there, two calls came in from lawyers who either wanted Cassie to do some work or had questions about her fees. She went into her colleague's office to take the calls, but I heard some of her conversation before the door shut. I asked Cassie what she liked about her job and she said she liked working for herself and that the work was flexible enough to allow her to take time off periodically for a vacation. She did complain about how many court reporters had moved into town in the last decade and said they were taking some of her work from her! I asked if she thinks it would be a good career choice and she said sure, if I was willing to start out working for someone else.

Job Tasks Observed:

I didn't really get to see Cassie "in action." I think that's what I'd like to observe in the future. Maybe I can make arrangements to go to court for a day and observe--that would be cool! From

(Continued from previous page)

what she said, I think there's more mental strength required than physical or emotional. Although there must be some stress, I think a lot would depend on with
whom you worked and where you worked. Some lawyers could probably be pretty demanding and some of the cases in the courts would probably be kind of sad or weird.

I think I need to check with AFB, too, and see if there are any blind court reporters out there who can tell me about the equipment and where they got trained. Mr. Roberts said that he will take me to court next week, if I make the arrangements.

WE SUM
SUMMARY CHECKLIST

Here is a checklist for your use in assuring that you have gotten the important information from each lesson of the Work Exploration unit. If you find that you have skipped items, review the lesson and complete the item. Are you labeling and filing all your assignments in such a way that you can find them again later? If not, you might want to revisit GS 4 and problem-solve a better way to stay organized!

WE 1: RESEARCH TOOLS

_____ Understand the organization and purpose of *The Dictionary of Occupational Titles* (DOT), *The Guide for Occupational Exploration* (GOE), and *The Occupational Outlook Handbook* (OOH).
_____ Understand the 6 Holland code categories and can give examples of jobs in each category.
_____ Completed "Jobs of Interest" assignment. Labeled and filed assignment.

WE 2: DOCUMENT RESEARCH

_____ Know where to find common reference materials and how to use them (DOT, GOE, OOH, etc.)
_____ Understand how to analyze written information about jobs and how to use it as part of work exploration
_____ Completed "Job Analysis" assignment.

WE 3: PEOPLE RESEARCH

_____ Know what information to capture when talking with people who have jobs of interest.
_____ Know agencies and organizations that offer contacts of people who are visually impaired or blind in jobs of interest.
_____ Read research on jobs in the Example section, noting those that have appeal to me.
_____ Completed "Investigative Interview" assignment.

WE 4: JOB SITE OBSERVATION

_____ Located WE 1 assignment, "Jobs of Interest," for names of places I might visit.
_____ Understand how to arrange for a job observation.
_____ Reviewed observation tips that apply to me.
_____ Familiar with the content of Job Site Observation Form.
_____ Completed the "Work Observation" assignment.

JOB-SEEKING
Unit Overview

In this unit, you will apply the knowledge you have developed about yourself and about the jobs you have targeted. Here is where you put this knowledge to good use in a real-world job search effort! By completing the lessons of this unit, you will accomplish several things.

You will:

- make a decision about the if's, how's, and when's of disclosing your disability to the employer (JS 1: Disclosure).
- articulate your abilities and explain your disability--its impact on how you perform the job (JS 2: Disability Statement).
- construct a Personal Data Sheet (to be used when completing applications) and, possibly, a resume (JS 3: Personal Data Sheet).
- establish and pursue job leads (JS 4: Job Leads; JS 5: Following Leads; JS 6: Applications).
- prepare for an interview (JS 7: Pre-interview research; JS 8: Self-description; JS 2: Disability Statement; JS 9: Interview Questions; JS 10: Interview Preparation).
- follow up after your interview (JS 11: Post-interview).
- use these procedures until you achieve your goal of being hired! (JS 12: Putting It All Together).

Because some of the assignments you produce out of this unit will be used in an actual job search, you might want to change your labeling and filing system for those specific assignments. For

example, you would not need to have your name, the date, and a reference code across the top of a resume. It wouldn't make sense to an employer and it uses valuable space--it's not appropriate. So, for assignments that are "official," consider filing them separately. Suggestions include storing these documents in a large envelope, manila folder, or pocket folder labeled "Job Search Documents." Office supply stores sell binder inserts that make it easy to keep track of this material by keeping it in the same binder as your other assignments, just in a separate section that doesn't require that you punch unsightly holes in the documents! You may want file folders labeled for each official document for your *Tote Case*--this way, you can produce them quickly and easily when the time is right. If you keep these documents on disk as well, consider purchasing one of the plastic binder insert pocket folders that also has a disk pocket--maximum organization! Laminating documents you use often (such as your Personal Data Sheet or Resume, JS 3) is also a great idea. Having them in both print and braille will be helpful, if you are a braille reader.

Assignments that will be used in an official capacity are designated by a broken line instead of a solid line.

JS 1
DISCLOSURE
Information

To disclose or not to disclose? This is a question every person with a disability eventually asks. Should I tell someone in advance of an interview that I am blind or have low vision? There is no easy answer. There is no right or wrong answer. It is a matter of personal preference. In other words, only you can decide! However, to help you make an informed decision, the following list of possible consequences is provided as "food for thought."

If I tell someone in advance (on the telephone or in a cover letter) about my disability, will they still consider me for the job or simply make a polite excuse for not interviewing me?
Possible positive consequences:

- The prospective employer will think you are comfortable with who you are and well-adjusted to your disability.
- The prospective employer will consider you assertive.
- The prospective employer believes that a blind or visually impaired person can do the job and will not be off-put by your revelation.
- The prospective employer knows competent blind or visually impaired adults and looks forward to meeting you.

Possible negative consequences:

- The employer will be intimidated and find an excuse to not interview you--any excuse will do!
- The employer will be afraid that you might sue under ADA and will interview you, but plan not to hire you--any excuse will do!

- The employer has an elderly relative with poor vision and hearing and will think that you are deaf, blind, and dumb--no interview!
- The employer has had a bad experience with another blind or visually impaired person and assumes that you are the same--no interview!

If I go to the job site and pick up an application, thereby revealing my blindness, will the employer still interview me?
Possible positive consequences:

- The employer will think you are competent enough to get in to pick up the application and, therefore, may well be competent to do the job--interview forthcoming!
- The employer will discuss how you came across to others in the office (the personnel clerk, for example) and find out whether or not you seemed competent, pleasant, assertive, etc. and will decide to interview you based on their observations, rather than upon speculation.
- The employer will assume that you are comfortable with your disability and interview you.
- The employer will make a judgment of you based upon you, and not upon some distant relative or on an association with another blind person from the past.
- By seeing you in person, the prospective employer will have an opportunity to ask you what kinds of accommodations you will need to perform on the job, for the interview, or for pre-interview tests--it won't be a guessing game!
- You have an opportunity to demonstrate your competence --to "strut your stuff"!

Possible negative consequences:

- There is someone in the personnel office or "front office" who has a prejudicial attitude towards blind people and prevents you from getting an interview--in which case, it may be better not to work there.
- The employer refuses to believe that you: a) got there by yourself; b) could ever find the place again; c) didn't require extensive support to "look" so independent.

If I wait until I get to the interview to reveal my visual impairment, will I still get the job?

Possible positive consequences:

- Some employers don't mind the surprise and you can allay their concerns, if they have any, in person.
- The evidence on your paperwork (application and resume, if you have one) has proven you are qualified and should be interviewed--now you can demonstrate your competence in person.
- There are no preconceived notions of who you are (old, deaf-dumb-blind, other).

Possible negative consequences:

- Some employers definitely do mind being surprised and will wonder what else you've failed to mention or share with them.
- Some employers may feel as if you have "sprung this on them" as a warm-up for a lawsuit, if you're not hired.
- Some employers may be so distracted by your disability that they don't pay attention to who you are and what you have to offer.

- You could end up making another person feel very uncomfortable and out-of-sorts with you.

If no one can tell (I have pretty good vision), can't I get away with not revealing my disability and have a better chance of getting the job?

Possible positive consequences:

- Maybe the boss won't notice and will hire you, assuming you don't have a disability.
- Maybe your co-workers won't notice once you're on the job and you won't get caught in an untruth, a stretch of the truth, or an omission of the truth. Can you live with that and maintain respect for yourself and others? Can you successfully maintain the appearance of normal vision in all situations you might encounter? What will be the consequences if you are found to have misled your employer?

Possible negative consequences:

- The boss will notice and think you are lying or trying to "pull one over" and then assume that: a) you can't see well enough to do the job (hence, the lie); b) you are not well-adjusted to your disability and may be difficult to work with; c) you think the boss is too stupid to notice;
  d) fill-in-the-blank...bad vibes!
- You forfeit protection under the Americans with Disabilities Act (ADA)--the company is not required to make any accommodations for a disability they were unaware of at the time of hire.
- The boss and/or your co-workers will notice that you have trouble with printed materials and assume that you are

learning disabled, mentally retarded, or have some other problem--maybe even a visual impairment!

- The boss and/or your co-workers will discover that you have a visual impairment and assume: a) it must be a progressive problem and that's why you didn't discuss it; b) it must be contagious; c) it must be part of deeper-seated problems--maybe you are psychotic or sociopathic and they should be concerned about their safety around you; d) it must bother you so much that you won't talk about it; e) other, never *good* thoughts!

So, what to do? Think long and hard before you decide. Consider the list above and add any additional consequences that come to mind. Only you know yourself well enough to determine how you will handle the different reactions from people. You must decide what you are most comfortable doing. Take care of yourself and do what feels right in your heart as well as your head!

ASSIGNMENT

Personal Thoughts on Disclosure

Write your personal reactions to the questions from this lesson regarding disclosure, adding to the list of possible positive and negative consequences.

Lamar Beacham March 21, 2011 JS 1

If I tell someone in advance (on the telephone or in a cover letter) about my disability, will they still consider me for the job or simply make a polite excuse for not interviewing me?

It will be hard to know enough about anyone I talk to on the phone for just a few minutes to really tell how they will react to my blindness. I guess I can try and find out about the company's position on hiring workers with disabilities as I do my research--that might tell me something. I know I need to practice talking about my disability in order to be clear and confident whenever I choose to talk about it, but I think discussing it in person makes more sense to me than doing it by phone.

If I go to the job site and pick up an application, thereby revealing my blindness, will the employer still interview me?

I feel pretty comfortable about disclosing in this way, because the office staff will see me "in action" and I'll have the opportunity to show that I can get around, ask intelligent questions, and be friendly. Of course, if the office worker who takes my application has a negative impression of people who are blind, I could miss out on the chance to speak with the person hiring; although, if that were the case, I might not want to work there anyway! Overall, I feel best about this option. It really

(Continued from previous page)
depends on the situation, some of which I can know, and some of which I'll just have to take my chances with.

If I wait until I get to the interview to reveal my visual impairment, will I still get the job?

I think my comfort level and ability to present myself well have a lot to do with how much of an impact my blindness will have on an employer. In any case, it's the only part I have any control over, so I might as well adopt the attitude that I'll use my best judgment, be natural and direct, and pat myself on the back for having the courage to try.

If no one can tell (I have pretty good vision), can't I get away with not revealing my disability and have a better chance of getting the job?

Even though this is tempting, I think there would be questions--and they might not get asked if I haven't opened the door by being up-front about my vision. I would be pretty uncomfortable always wondering if I'm going to be "found out." Also, I understand that if I don't self-reveal, I have no protection under ADA--the Americans with Disabilities Act. If I need any accommodations such as different lighting or adaptive equipment and want the employer's assistance, I'm obligated to discuss my disability before being hired.

At some point during the job interview, you will need to present a disability statement. In actuality, the statement should probably be called an "ability statement" because the focus needs to be on the positive--what you can do well. However, you must also address how you do what is required for a job differently from sighted work-mates, but comparably. It is also important to acknowledge your disability and explain its impact, if any, on work performance, and the need for accommodations. This is particularly relevant if you hope to receive assistance under the Americans with Disabilities Act (ADA).

What, then, is a disability statement? A disability statement is a short narrative that describes to the prospective employer what type of impairment(s) you have. Your statement should be written in layman's terms (no medical, psychological, educational, or rehabilitation jargon). The written statement is for your reference and review, not to hand to the employer. You will want to practice orally presenting the statement to a teacher, counselor, or significant other so that you will be comfortable with it before you go to your first interview. As mentioned earlier, focus on the positive. For example, "I have low vision and what that means for me is that I am unable to drive a car. I use public transportation so it's really not a big problem. In fact, I came for this appointment on the bus and I know the schedule well enough to let you know that transportation to and from this job will not be a problem." Or, "I'm sure you have realized that I am totally blind. I have been blind all of my life and have learned skills like reading and writing

in braille and traveling with my cane. I won't have any trouble communicating with you or my co-workers using print because I can type messages to you on my computer and print them out for you whenever you need them. Likewise, if you will leave me written instructions on a disk, I can simply open up that file and read what it is you need me to do."

Your disability statement should be tailored to you and how your disability affects your life. Remember the average person has little knowledge of visual disabilities and will have lots of questions about how you can do the job, how you will be able to get around, what accommodations you will need, and so forth. Employers are typically concerned about safety and reliability (how you will manage to get to work on time without a car, for example) and productivity. Your disability statement should address these three critical areas: *safety, reliability, and productivity.*

ASSIGNMENT

My Disability Statement

On a separate sheet of paper, please write out your disability statement and practice, practice, practice! Thanks.

Jim Davidson March 15, 2001 JS 2

My Disability Statement:

I want to let you know about my visual disability. You may not have noticed, but I do have a visual impairment. I cannot see well in the center of my visual field--I can see just fine off to the side and up or down, just not dead center. I have learned to compensate for this problem by carefully scanning materials and the environment to be sure I don't miss details.

I can read regular print, although when I write notesto myself I usually use a dark felt-tipped marker because it's a little easier for me. I don't drive, but I know the bus system like few other people in this town! I use it all the time to go to all sorts of places. I used it today to come in for this interview. I use it to get to the mall, to go to church, to go to school after hours for athletic events, you name it--if the bus goes there, so do I!

You may have some concerns about safety. Let me reassure you: I have never had a serious accident. I have taken two semesters of woodworking and worked extensively with power tools. I travel in the community a great deal, as I mentioned, and have had no problems. I baby-sit for my folks and a number of the neighbors, any of whom can vouch for my ability to handle crises safely.

(Continued from previous page)

The only other thing I'd like to share is that I will be as productive, if not more productive, than any of your other workers. I want this job and will do my best. I am a good, dependable worker. Throughout high school I've had perfect attendance and I will bring that same responsible attitude to work.

If you have any questions, please don't hesitate to ask. I want you to feel comfortable with me and my ability to work.

PERSONAL DATA SHEET
Information

Certain kinds of information are almost always needed when you apply for a job. This information can be listed on a personal data sheet, or "PDS." The information on your PDS includes personal information, school information, your work history, and a list of possible references. Having this information in an organized print form makes it easy for a person with sight to accurately fill out your application. It also is an impressive display of your competence when you can easily and immediately produce your PDS from your *Tote Case* PDS folder! You will use the PDS again and again if your job search is like most people's, where you complete lots and lots of applications before you get a job--that's just the way it works in the job search game! Because of this, it will be important to laminate your PDS.

What information will go on your PDS?

Personal information:

- Your full, legal name (if you are called by a nickname, place it in parentheses), current address with zip code, and phone number with area code.
- Your previous address(es) during the past five years.
- Your social security number.
- Your date of birth.

School information:

- High school information, including the name and location of the school, the years you attended, your major or highest level completed. List any memberships, activities, awards, or other forms of recognition.
- College or trade school information, if any, including the name and location of the school, the years you attended, your major or highest level completed. List memberships, activities, awards, or any other recognition you received.

Work history (start with the most recent and work backwards):

- The name, address, and phone number of the company.
- Dates you worked (from--to).
- Hours per week.
- Job title.
- Supervisor.
- Salary--both starting and ending.
- Reason for leaving.
- Any special skills you possess.

References:

- Name, address and phone number.
- Relationship between you and the reference.

When you list your reason for leaving a job, state it in a positive way whenever possible. For example, if you quit a job moving boxes because it was too physically difficult, you could write your reason as "job was too hard" which, while true, will not vin you any points with a prospective employer who wants to hire

people who work hard! You can create a better impression with a reason such as "left for a position where I could use my office skills," or, if you are still in school, "left to concentrate on my studies."

Another area that you will want to think about is your reference section. Most often you will need only three references, and these are usually not given to the employer until they are requested. When you choose people to serve as references, first think about what they might say--be sure they are people who will say positive things in a clear, impressive way! Next, try to choose references from a variety of sources: supervisors and administrators of places you have worked, professionals, school teachers, and friends (but don't overdo the friends--they don't carry much weight with employers since they're bound to say nice things about you!) Be sure to get permission from the individuals to use them as references--it's a courtesy to them and gives you a chance to talk with them about the points they might want to stress to an employer if they are contacted.

ASSIGNMENT

My PDS

Build your personal data sheet. Accuracy and neatness are important--other people will use this document to assist you, if necessary, in completing applications. If you are a braille user, have your PDS transcribed into print as well. Laminate this document since it will be used often! This is an "official" document. They are to be labeled and stored differently from your other assignments, as you know if you read the Overview page for this unit (page 131). If you haven't read it, please do so now.

PERSONAL DATA SHEET

Personal Information:
Davon Louis Johnson
231 West Main Street
Greenwood, Indiana 87302
(812) 555-9572
Previous address:
535 Lost Lake Road
Greenwood, IN 87302
8/90-4/95
Social security number: 311-84-9427
Birth date: February 18, 1983

School Information:
Freemont High School
6629 West Baker Road
Greenwood, Indiana 87302
Anticipated graduation date: June, 2000
Activities and Awards: Debate Team, Perfect Attendance Certificate
Major: Science

(Continued from previous page)
Work History:
1. Doll's Market
402 Pearl Street
Greenwood, IN 87302
(812) 555-2928
Job duties: sacked groceries, substitute cashier
Hours: 20-30 per week
Rate of Pay: $5.50 per hour
Dates Employed: 6/98-9/98
Supervisor: Ms. Long
Reason for leaving: summer job--left to return to school

2. Westwood Animal Clinic
U.S. 42 East
Greenwood, IN 87302
(812) 555-0846
Job duties: animal care
Hours: 10 hours per week
Rate of Pay: volunteer job
Dates Employed: 6/97-11/97
Supervisor: Mr. Black
Reason for leaving: to devote more time to my school work

Special Skills:
- Excellent keyboarding skills
- Cash register operation

References:
Maria Lopez
414 Maple Street
Greenwood, IN 87301
(812) 555-8264
Relationship: Office Manager, Doll's Market
(When asked to be a reference, Ms. Lopez preferred to be contacted at home. That's why her home address and phone number is listed instead of Doll's information)

Brenda Johnson
Freemont High School
6629 West Baker Road
Greenwood, IN 87302
(812) 555-7280
Relationship: my Debate Team Coach

Dr. Patricia Harris
641 Elm Street
Greenwood, IN 87302
(812) 555-0387
Relationship: Veterinarian, Westwood Animal Clinic

Dr. Vapul Maval
Logan Medical Center
856 Broadway Avenue
Greenwood, IN 87300
(812) 555- 2453
Relationship: my family physician for 15 years

All this talk about personal data sheets! Are they the same as resumes? If not, how do they differ? Does a person need both? If you need both, when do you use one over the other? Is a resume really viable or usable for someone with limited work and life experience---a young person? How does a young person fill the page when they've had so little work experience?

These questions and more may be running through your mind. This lesson will answer these questions for you and give you some further resources to refer to if and when you decide to create a resume. Resumes are not the same as personal data sheets. Remember, personal data sheets have on them the information you need to fill out applications: your social security number, the dates you attended different schools, how much money you earned at different jobs, and so forth...all the details! Resumes, on the other hand, have some of those broad pieces of information like where and when you attended school, but not necessarily all the little details like your social security number. With a resume, you have more latitude to pick and choose information to share with a prospective boss. Ideally, a resume has information that complements the information solicited on an application. A resume tells a boss things about you that the boss didn't think to ask for on the application! You can be very creative with resumes, designing them to emphasize your best attributes and skills. Most resumes cover categories of education, work experience, and special skills and accomplishments. There are differing opinions about whether resumes are effective--many times, employers

receive hundreds of them for one position! If you have a way to single yourself out to an employer and have experience and/or accomplishments that would make an impressive resume, a resume might help sway the employer to hire you. Talk with a teacher or counselor about whether or not a resume would be helpful in your individual circumstance.

Resumes come in all shapes and sizes--there are very few firm rules! However, there are some fairly well-accepted guidelines that most people follow. These guidelines are:

- Use only one 8 1/2" x 11" sheet of paper. (If you use more than one page, you run the risk that your resume will not stay together and that one or more pages will be lost!)
- Use white or off-white paper stock. (This is the conservative approach and it makes for easier reading!)
- Use an easily read font like Helvetica, Times New Roman, Universal, or Arial--not Script, Stencil, or some of the other fancier more difficult to read fonts.
- Use 12 point type.
- Include your full name, address, and phone number at the top of the page.
- Include only positive information. (If something doesn't work well for you, for example, you may have had three job experiences but only one was paid--don't put information about salary on the resume. You get to decide what to share on the resume and you only want positives!)
- Do not include personal information like how tall you are or how old you are--it's not job relevant and just looks like you're trying to fill up space!

If you have extra room on your resume, you can include names and contact information for your references. If you don't have room to do so, simply note at the bottom of your resume "references available upon request." If you say you have references available, you need to have them--write out the critical contact information on a separate sheet of paper with your name listed at the top of the page. The reference list is not handed off until someone requests it.

There are as many formats for resumes as there are people producing them! There are literally hundreds of different styles. For example, some people like to center their name and address at the top of a resume, others like to have this information flush left or flush right, and so forth. You get to choose what you like best with a resume...there are no set rules! Following this section you will find two resumes for the same person, representing two popular styles. If you wish to explore more choices for resume styles, libraries and bookstores offer numerous books on the subject: check them out!

Assignment

Construct a Resume

Talk with a teacher or counselor about the advisability of developing a resume. If, together, you decide it is a good idea, construct your resume.

Karen Foster
2222 West End Drive
Walla Walla, WA 90657
(206)795-3456

Special Skills

- Computer literate (IBM and Macintosh computers)
- Skilled in the use of WordPerfect 5.1, 6.0; Word 6.0;
- FoxPro; and Quicken, Microsoft Works
- Well-organized and attentive to details

Education

1994/5 Computer Science classes at Washington College
1994 Walla Walla High School graduate

Work Experience

5/93 - 5/94 McDonald's, 985 Main Street, Walla Walla, WA 90655
Part-time cashier and counter helper

6-8/92 Camp Independence, Seattle, WA 90847
Summer camp counselor

1990-94 Walla Walla High School, Walla Walla, WA 90657
Peer tutor for students with learning disabilities

Karen Foster
2222 West End Drive
Walla Walla, WA 90657
(206)795-3456

References

Ms. Sandra Lott
Walla Walla High School
Walla Walla, WA 90657
(206) 456-2000

Mr. Travis Compton
Walla Walla High School
Walla Walla, WA 90657
(206) 456-2002

Mrs. Jennifer Wente
Camp Independence
Seattle, WA 90847
(206) 933-0852

Ms. Jackie Johnson
Washington Junior College
Walla Walla, WA 90645
(206) 456-8187

Karen Foster
2222 West End Drive
Walla Walla, WA 90657
(206)795-3456

Education

1994/5 Computer Science classes at Washington College
1994 Walla Walla High School graduate

Work Experience

5/93 - 5/94 McDonald's, 985 Main Street, Walla Walla, WA 90655
Part-time cashier and counter helper

6-8/92 Camp Independence, Seattle, WA 90847
Summer camp counselor

1990-94 Walla Walla High School, Walla Walla, WA 90657
Peer tutor for students with learning disabilities

Special Skills

Computer literate (IBM and Macintosh computers)
Skilled in the use of WordPerfect 5.1, 6.0; Word 6.0; FoxPro; and Quicken, Microsoft Works
Well-organized and attentive to details

Karen Foster
2222 West End Drive
Walla Walla, WA 90657
(206) 795-3456

References

Ms. Sandra Lott
Walla Walla High School
Walla Walla, WA 90657
(206) 456-2000

Mr. Travis Compton
Walla Walla High School
Walla Walla, WA 90657
(206) 456-2002

Mrs. Jennifer Wente
Camp Independence
Seattle, WA 90847
(206) 933-0852

Ms. Jackie Johnson
Washington Junior College
Walla Walla, WA 90645
(206) 456-8187

JS 4
JOB LEADS
Information

Finding a job is hard work. Most people hear "No" many, many times before they finally get a job. But the more contacts you make, the greater your chances that one will pay off with a job lead! That's why it's important to use lots of different sources for job leads--and to have a number of strategies to look for openings.

What are some of these ways to look for a job? Assuming you've done some work to figure out what kind of job you want and would be good at, you can look in lots of different sources for possible employers. You can look in the telephone directory yellow pages under the type of business you want. For example, if you want to do reception work in the hotel/motel industry, you would look up "motels" and "hotels" in your directory. You could check "Bed and Breakfasts" too! Newspapers always have a classified ads section, with listings by job categories. You may, of course, need help from a friend or family member when checking print resources. Check with the public library to see if they have or know of any local resources to help you get a job. If there is a specific employer in whom you're interested, call and ask if they have a job line (they would have to be fairly large to offer this), or a newsletter you could receive that might post openings. A national jobline, jointly funded by NFB and the Department of Labor, is available between the hours of 12:30 and 5:00 Eastern Standard Time by calling (800) 638-7518. Almost every town has a state employment office; sometimes they can help with placement. Agencies such as Vocational Rehabilitation can also help.

But probably the most important resource for job leads is all around you: the people you know and come in contact with day-to-day. Contacts may include people such as: relatives, friends, neighbors, church members, teachers, school classmates, former employers, other job seekers, former co-workers, and people with whom you do business, such as those who work at the grocery store, gas station, restaurant, doctor's office, school, shopping malls. When you consider all the people that each of these people knows, it's no wonder that lots of people get jobs through their contacts! Your attitude in speaking with them will have a lot to do with how enthusiastic they are about helping you. If you know what you want and can communicate your excitement about it, they will be more likely to catch your excitement--kind of like the flu, but in a good way! In the Self-Awareness unit, you started a list of your contacts in the form of your personal network. Review your list (SA 1), and add to it as you go.

ASSIGNMENT

List of Job Leads

Please practice using these many resources for job leads by identifying one job you think you'd like. You can use the information you developed in WE 1, or start with some new ideas. Then produce between 6 and 8 job leads for that position, using a number of different resources. Record the source of the lead, the name of the business, the address, and the phone number. Put each lead on a separate sheet of paper or card, so that you can write notes as you get more information, such as directions to the business, the name of the person to talk to, your impressions of the place, and reminders of when to check back. Use your *Tote Case* to help you keep track of information and dates. You might consider starting a "Job Leads" card catalog/recipe box or Rolodex system for this purpose, as well. Thanks.

Example

List of Job Leads

1.
IDEA: GROCERY CASHIER
Source: classmate, Mary Hill, who saw ad in store window
Name: Hendrick's Home Market
Address: State Road 48 North
Phone: 555-2998

2.
IDEA: GROCERY CASHIER
Source: newspaper classified ads
Name: Rover
Address: 39 West Logan St.
Phone: 555-5686

3.
IDEA: GROCERY CASHIER
Source: telephone directory
Name: Handi-Mart
Address: 864 Market Street
Phone: 555-8967

4.
IDEA: GROCERY CASHIER
Source: telephone directory
Name: Jay-C Store
Address: 928 California St.
Phone: 555-8479

5.
IDEA: GROCERY CASHIER
Source: telephone directory
Name: IGA Store
Address: 48 Main St.
Phone: 555-0114

6.
IDEA: GROCERY CASHIER
Source: telephone directory
Name: Value Market
Address: 539 Spring St.
Phone: 555-7225

Once you have your job leads, what's next? You need to follow up on your leads; you never know which ones will pay off, so follow up on all of them, unless you have a strong reason to rule them out. Begin with those where you know job openings exist. Take into consideration the location of the business--will you be able to get there? Concentrate on the ones that seem to be the best fit for you and that are most likely to have a job opening. Then follow up with those employers you've identified as having the kinds of positions you are interested in, but who may not have openings at present.

You will need to contact the employer, either in person, by phone, or by mail in order to get some information about their hiring process. One thing you will want to know is how to get an application. You may have a choice as to whether you stop by and pick up the application or ask them to mail it to you. In choosing, you may need to decide if and when you think it would be most to your advantage to disclose your disability. A section on the pro's and con's of disclosing your condition at different points in the job search process is located in lesson JS 1. You'll want to find out the deadline for applying or, if there is no current job opening, how long applications are kept on file and how often you should call back to check on job openings. While you don't want to be a pest, it is important to let the person know that you really want to work and will do what it takes to get a job!

If you go to the business in person to pick up an application, go into the office alone, assuming you have enough vision to

travel independently in an unfamiliar environment. If you have someone with you, remember that it is critical that you give the impression that you are competent to speak and act for yourself, and that the other person is assisting you only with logistics such as getting into the office and entering the information on your application. YOU should be the one to ask and answer questions; let your friend or family member know ahead of time that, should an employee look to him or her for information, they might say something like "I'm only along to assist John." Remember, you are already being evaluated for the job: practice what you'll say ahead of time!

ASSIGNMENT

Making Contacts

Use the list of leads that you produced in lesson JS 4 to make some contacts. Write out some questions you can ask, and call or visit 3 of the businesses from your list. Make note of the information you learn on your sheets or cards. Consider taking your *Tote Case* along and using its features to help you keep track of the information you receive. Consider making an "Applications" file folder.

Davon Johnson November 20, 1998 JS 5

Davon made a deal with his older brother to drive him around to the grocery stores he discovered through his job lead search (Davon agreed to take his brother's turn with the dinner dishes in return). He started with the stores that were closest to home and that had immediate openings. When he got to each grocery store, Davon entered the building, asked for an application, and whether or not they were currently hiring. After finding out when interviews would be scheduled and who would be doing the interviewing, Davon thanked the office worker and left with his brother. He made sure that the name of the store was on the application, put it in his *Tote Case*, where he had a folder labeled "Applications," and the brothers drove to the next location to repeat the process. Following each visit, Davon entered the information in his notetaking device, which he carried in his *Tote Case*. On his individual job lead cards (which he kept in a small, cardboard accordion file at home), he brailled information about each of the businesses, based upon his electronic notes. Sample information follows.

1.
IDEA: GROCERY CASHIER
Source: classmate, Mary Hill, who works there and knows they are hiring
Name: Hendrick's Home Market
Address: State Road 48 North
Phone: 555-2998
11-20-98: Application needs to be turned in by December 3. Small store, pretty cluttered. No public transportation, but might be able to arrange ride with Mary. Contact Mr. Hendricks, Owner.

(Davon placed a sticker on his *Tote Case* calendar on December 3rd's date square. He made a note in his electronic calendar for December 3rd to turn in application #1.)

2.
IDEA: GROCERY CASHIER
Source: newspaper classified ads
Name: Rover
Address: 39 West Logan St.
Phone: 555-5686
11-20-98: Turn in application tomorrow. On bus route 23 from school, within walking distance from home. Spoke with Ms. Gray in the office...seemed friendly and flexible. She said Mr. Cox, Manager, will do the hiring.

(Davon didn't sticker his *Tote Case* calendar, because he wrote "turn in Rover application" on his "To Do" list for the next day.)

3.
IDEA: GROCERY CASHIER
Source: telephone directory
Name: Handi-Mart
Address: 864 Market Street
Phone: 555-8967
11-20-98: Called and spoke with Mr. Williams, Manager. Not taking applications now, but will be closer to Christmas. Check back December 14.

(Davon entered "Handi-Mart, 3" into his electronic calendar for December 14 and placed a sticker on that date square in his *Tote Case* calendar to remind him to check his notetaking device. His notetaker would lead him to check card number 3 in his card file.)

JS 6
APPLICATIONS
Information

Once you have the application in hand, you can use your personal data sheet (JS 3: PDS), to complete it. If you use help filling out the application, it is important that you keep in mind that it is *your* application--its quality will reflect on you, not on the person helping you. Some applications require using pen, some pencil; some want you to list your jobs from the first one you held to the most recent and some want it the opposite way. Because of all the variations of applications, it is important that your helper read and follow the instructions carefully. They must complete the application neatly and accurately. It is your responsibility to choose your helper wisely!

After the application is completed, you may want to have someone check over it before you submit it. Make a copy of it for your *Tote Case* file--get in the habit of copying completed applications. This is a good idea because some businesses use the same application for a number of job positions: You'll save time and energy if you eventually apply for other jobs with the same employer. If you copy the application before signing it, it will be easy to tell the original from the copy.

When you take the application back to the employer, you might ask for a job description of the position. Try to get some general information about the business such as its hours of operation, the name and title of the specific person who will be hiring for the job, and whether there is a dress code.

Some jobs require that you take a test as part of the application process, such as a typing, math, reading, or spelling

test. If there is a test, think about the accommodations you will need in order to take it: Will it work to have it in large print? Do you need someone to read it to you or tape it for you? Is it available in an enlarged font on computer? Do you need it in braille? The Americans with Disabilities Act, or ADA, requires businesses to make accommodations, but you will do well to make the accommodation as convenient as possible for the employer to accomplish.

As you turn in your application, find out when interviews will be scheduled and when you can call to check back on your application. Ask for the name of the person who will be conducting the interviews and, if you haven't heard from the business in the time frame you expected, call the interviewer and request an appointment directly. If no openings are currently available, find out when the employer may be hiring, how long the employer keeps applications on file, and when would be a good time for you to check back.

A blank application form follows. Many businesses have their own form, but a number use a standard form that does not include the name of the business. So, be sure you know which application goes back to which business if you pick up more than one in a day!

ASSIGNMENT

Practice Application

Copy the blank application form that follows this lesson and complete it, with assistance if needed, using your PDS (JS 1). Ask a teacher or other adult to check it for accuracy and neatness.

APPLICATION FOR EMPLOYMENT

PERSONAL

Name _____ Telephone _____
Last First Middle

Address _____
No /Street City State Zip

Social Security # _____ Are You Under Age 18? _____

Position(s) Applying For _____ Expected Pay Rate _____
Circle Hourly Weekly

How Did You Learn Of This Opening? _____

Available To Work: Full-time _____ Part-time _____
Specify days and hours

Date You Can Start _____

Have You Previously Worked For This Company? _____
Specify dates and position

WORK HISTORY (Begin With Most Recent Position)

Employer	Job Duties	Employment Dates	Pay Rate	Reason for Leaving
Name _____ Address _____ _____ _____ Phone _____ Supervisor _____				
Name _____ Address _____ _____ _____ Phone _____ Supervisor _____				

Have You Ever Been Convicted Of A Crime, Other Than A Minor Traffic Violation? (Only Job Related Convictions Are Considered) Yes ___ No ___
If Yes, Please Explain _____

EDUCATIONAL EXPERIENCE

Circle Last Grade Completed:
8 or less 9 10 11 12 GED

Name Of School _____ Are You Currently A Student? _____

Circle Last Year Of College, Tech, Or Business School:
1 2 3 4 Graduated? Yes _____ No _____

Name Of School _____ Major Area Of Study _____

APPLICANT'S CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make an investigation of my personal history and employment record. I authorize persons, schools, current employer (if applicable), and previous employers and organizations named in the application (and accompanying resume, if any) to provide company with any relevant information that may be required to arrive at an employment decision.

_____
Signature

_____
Date

After doing the dinner dishes, Davon sat down with his mother and they completed the applications he had collected from the grocery stores. She agreed to drive him to the grocery stores to turn them in and the next day, after stopping to copy the applications for his file folder, Davon signed the originals. At the Rover store, Davon spoke directly to the manager, who asked if he could come in after school the following week for an interview. Davon, of course, said "No problem!" He arranged for a taxi to pick him up after school, although there is a bus route he can learn should he get the job. He entered the taxi company name and phone number, along with the scheduled pick-up time in his electronic calendar. His completed application is on the following pages. Notice that Davon has written the name of the grocery, "Rover," at the top of the application, since no store name appeared on the blank form. It is important to know which application goes with each job opening! Davon also updated his card file as to when he turned in the application.

Rover

APPLICATION FOR EMPLOYMENT

PERSONAL

Name Johnson Davon Louis (Last First Middle) Telephone 812-555-9572

Address 231 West Main St. (No/Street) Greenwood (City) IN (State) 87302 (Zip)

Social Security # 311-84-9427 Are You Under Age 18? Yes

Position(s) Applying For Cashier Expected Pay Rate $ 5.80 (Circle: Hourly Weekly)

How Did You Learn Of This Opening? Newspaper Ad

Available To Work: Full-time _____ Part-time M-F 4-9 PM W/E any hours (Specify days and hours)

Date You Can Start Immediately

Have You Previously Worked For This Company? No (Specify dates and position)

WORK HISTORY (Begin With Most Recent Position)

Employer	Job Duties	Employment Dates	Pay Rate	Reason for Leaving
Name: Doll's Market Address: 402 Pearl St. Greenwood,IN 87302 Phone: 812-555-2928 Supervisor: Ms. Long	Substitute Cashier Sacked Groceries	6-98 to 9-98	$5.50	Returned to school after summer break
Name: Westwood Clinic Address: U.S. 42 East Greenwood, IN 87302 Phone: 812-555-0846 Supervisor: Mr. Black	Animal Care	6-97 to 11-97	Volunteer Position	To devote more time to my school work

Have You Ever Been Convicted Of A Crime, Other Than A Minor Traffic Violation? Only Job Related Convictions Are Considered) Yes ___ No ✓

If Yes, Please Explain _____

EDUCATIONAL EXPERIENCE

Circle Last Grade Completed:

8 or less 9 (10) 11 12 GED

Name of School Freemont H. S. Are You Currently A Student? Yes

Circle Last Year Of College, Tech, Or Business School:

1 2 3 4 Graduated? Yes _____ No _____

Name of School _____ Major Area of Study _____

APPLICANT'S CERTIFICATION AND AGREEMENT

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make an investigation of my personal history and employment record. I authorize persons, schools, current employer (if applicable), and previous employers and organizations named in the application (and accompanying resume, if any) to provide company with any relevant information that may be required to arrive at an employment decision.

Davon Louis Johnson

Signature

11-19-98

Date

After completing his application and returning it, Davon made note of it on his job lead card for Rover. He also stickered his *Tote Case* calendar on the date of the interview and entered it in his notetaker--this was one appointment Davon definitely did not want to forget!

2.
IDEA: GROCERY CASHIER
Source: newspaper classified ads
Name: Rover
Address: 39 West Logan St.
Phone: 555-5686

11/20/98: Turn in application tomorrow. On bus route 23 from school, within walking distance from home. Spoke with Ms. Gray in the office...seemed friendly and flexible. She said Mr. Cox, Manager, will do the hiring.
11/21/98: Turned in application. Interview scheduled at 3:30 with Mr. Cox on Tuesday, 11/26/98.

PRE-INTERVIEW RESEARCH
Information

Congratulations--you have succeeded in scheduling a job interview! You will need a sheet or card in your *Tote Case*, or elsewhere, that tells: 1. the name of the company, 2. the address and directions on how to get there (You should make a practice trip to the company if you aren't sure how to find it or don't know how long the trip will take), 3. the phone number of the company and, 4. the interviewer's name (You do know how to pronounce it, don't you?)

Regardless of the system you have chosen to keep track of the information, consider putting a sticker on important dates in your *Tote Case* calendar as a reminder to check whatever information tracking system you use.

What can you do ahead of time in order to best represent yourself once you're face-to-face with the employer? The answer is "a lot"! The first thing to do is research the company. You can call and ask them for an annual report, company brochure, or job description for the position. If it's someplace like a fast food restaurant, the manager can tell you starting salaries and shift information. You can network through people you know (check out your network, SA 1) and people they know who might have information about the business. Whether you do a little research or a lot, if you walk into the interview knowing something about the business, the employer will be impressed! Out of your research, come up with one good job-related question that you can ask during the interview.

ASSIGNMENT

Employer Research

An example of research follows on the next page. Use this as a guide for your research write-up, and don't forget to finish with at least one good job-related question you can ask the interviewer! If you use a notetaking device, the information can be recorded. However, you may want a print or braille copy for easy reference, as well.

2.
IDEA: GROCERY CASHIER
Source: newspaper classified ads
Name: Rover
Address: 39 West Logan St.
Phone: 555-5686

11/20/98: Picked up application. On bus route 23 from school, within walking distance from home. Spoke with Ms. Gray in the office...seemed friendly and flexible. She said Mr. Cox, Manager, will do the hiring.
11/21/98: Turned in application. Interview scheduled at 3:30 with Mr. Cox on Tuesday, 11/26/98.
Research: Sunday, 11/24/98: told people at church about my interview and asked if they knew anyone who works at Rover or another grocery store. I got a lead--Mrs. Foster's grandson, Tom, works as a stock clerk at Rover. Asked her if she thought it would be O.K. to call him with some questions. She said, "Sure, tell him I told you to!" and gave me his phone number. Tom Foster: 555-3985.
Sunday, 11/24/98: Called Tom--he said that Mr. Cox, the manager is a nice guy, but really likes people to work hard and to come in for extra shifts when they are short-handed. Tom said that being late is a very bad thing in Mr. Cox's opinion! I asked him the best and worst things about working there--best is that you can joke

(Continued from previous page)
around with your co-workers while you work if it doesn't interfere with getting the job done. Worst is that you get called to come in on week-ends when the store is really busy and other workers mysteriously "get sick"! I asked if workers ever share rides, and Tom said there is an employee bulletin board where you can post notes for needs, like rides or someone to switch shifts.
Monday, 11/25/98: Called bus station; I can take Bus 23 from school if I get the job. Asked them to mail schedule for that route. From home, Mom & Dad have agreed to provide transportation (for a small fee!) but hope I can get to know some co-workers who can share rides, at least sometimes.
Monday, 11/25/98: Called Fleet Taxi, 555-7156, requested pick-up from school, front entrance, at 3:00 on Tuesday, 11/26/98.
Questions for Mr. Cox:
1. I'd like to pick up extra shifts when possible--how often and with how much notice does this happen in the cashier job?
2. Because of the bus schedule, I might be early to work sometimes. Can I start early, or would it be O.K. to study in the employee break room until my shift begins?

You are settling yourself in your chair across from the interviewer, trying not to appear too nervous, when out of her mouth come the fateful words "So, tell me a little bit about yourself." For most people, talking about themselves is difficult and, given the pressure of an interview, it can be downright painful!

The best way to approach this request for information is to have an answer memorized ahead of time. That way, you start off with confidence and have the opportunity to create an impression of yourself as likable, well-rounded and competent--someone who would fit well in the company and in the specific job for which you're applying.

Your answer to the "tell me a little about yourself" question should be between one and two minutes long. Start off with a little personal information, such as where you have lived, how many people are in your family, and your hobbies and interests. Concentrate on building the rest of your answer to a strong finish: Talk briefly about your education and training, work experience you have had (paid and volunteer), responsibilities at home that demonstrate your qualities and competence, and end with some special skills or attributes that you have. Ending with a strength gives the interviewer something to pick up on for the next question. Remember to link your skills and personal qualities to the job whenever possible, making clear the fit between you and the job...try to come up with 3 reasons why you're the person for the job.

ASSIGNMENT

"Tell Me A Little..."

Please write your own answer to the "Tell me a little about yourself" question. Tape your delivery and listen to it in private to critique it. Practice some more and then deliver it to a teacher, friend, or family member until you're really comfortable.

JS 8
Example
"Tell Me A Little..."

Grady Drake March 15, 2011 JS 8

I've lived most of my life here in Columbus, but I was born in Georgia. I live with my family, which includes my mom and dad and three sisters. I've had to learn to be flexible, sharing a bathroom with three sisters! I really like Columbus, especially the fact that there is such a good public transportation system that I can use to get around. I love baseball, and usually head over to Wilder Park for the Thursday night games. I've also used the bus to get to my jobs: One was at a flower shop, where my duties included unpacking the stock, loading the deliveries, and assisting customers. I really enjoyed working with the people who came in. I've also done custodial work and, while that wasn't my favorite job, I learned how to stick with something that wasn't all that enjoyable. It also motivated me to do well in school so that I'd have other options! I'm graduating this year from Hentry High School, where I've particularly enjoyed my math courses. I think my math skills, combined with my ability to work with people and my dependability, will help me do a great job as an account assistant.

JS 9
INTERVIEW QUESTIONS
Information

An interview is a very special type of conversation that you have with someone. In it, the interviewer is asking questions with the goal of finding out if you have the skills, personality, and enthusiasm for the available job. Certain questions come up regularly in interviews. In order to make the best possible impression in the very limited amount of time you have with an interviewer, you must have your answers well thought out and well rehearsed ahead of time. Here are some typical questions that are asked, and some coaching on how to answer them.

Tell me about yourself.

The real question being asked is "Will you fit in here?" Use what you know about the business and yourself to prove that you will. Refer back to JS 8 for your answer, but customize it to fit the specific job for which you are interviewing.

Why do you want to work here?

Use the research you did on the company to answer this question. What do you like about the work and this particular company? What talents and skills do you have that will be useful in this work environment?

What are your greatest strengths?

Here is a good place to talk about three positive attributes you have that reflect concerns with safety, reliability, and productivity (check your JS 8 assignment).

What are your greatest weaknesses?

Make sure they are gold-plated faults, such as "I don't like to stop until I get things done." Or, "I tend to be early, because being responsible is important to me."

How does your education and experience qualify you for this job?

You've thought about this ahead of time. If you don't have everything they'd like you to have, stress other skills that compensate for those you lack.

What accomplishment in your life has given you the greatest satisfaction?

Your answer can have to do with a challenge you've successfully faced, a skill you've developed to a high level, or some interpersonal relationship that means a great deal to you. If you have several options, think about which answer will most help the employer realize your good qualities. This may be a place to introduce your disability's positive effect on your life.

How do you feel about working overtime?

Unless you know absolutely that you will be unable to work overtime, the answer is "No problem."

Have you ever had a job before?

If the answer is that you've never worked before, give examples of experiences you've had that illustrate good work habits. Stress how quickly you learn and how eager you are to work.

If you have worked previously, be prepared for a follow-up question about why you left. If you left voluntarily, try to frame it

in a positive light: for example, you wanted to devote more time to your studies, or you wanted to find a job that makes better use of your skills.

If you were fired, do not trash the employer who fired you! Own up to mistakes you made, but don't go on and on. Concentrating on what you learned from the experience will make a better impression.

What has been your greatest challenge and how did you handle it?

Think honestly about this question, and make sure that your answer is consistent with your values; that it says something about who you are as a person.

Where do you see yourself five years from now?

Of course, it seems impossible to know! Mainly interviewers want to know if you are a person who plans ahead and has ambition. Just take your best shot; dream a little, and have an answer prepared that isn't way beyond what you think is possible but that does show you want to improve your situation. No one is going to check back with you at the end of the five years! Work this job into the five-year plan, if at all possible.

Tell me why I should hire you.

Now is the time to hit hard those things about you that match you to this job! This is like the "Get out of jail free" card in Monopoly, if you've prepared! But be ready for a follow-up question about your abilities and experience.

Do you have any questions for me?

Have at least one good job-related question! You need a question that is not self-serving. For example, it would not be wise to ask "When do we take our breaks?" or "How many hours of sick time do I earn each month?" It is better to ask a question related to the job. For example "Will you be my immediate supervisor if I get this job?" or "Do you need help on the weekends?" are both questions that say to the employer that you are ready for and interested in work.

ASSIGNMENT

Practice Interview

Write out your answers to these interview questions, then practice with someone whose opinion you respect--maybe a teacher, parent, or adult friend. Ask them to put themselves in the role of the interviewer and to tell you what kind of impression your answers give them. Consider taping your practice interview for review and improvement. Ask the person who plays the interviewer role to complete the Interviewer Checklist form that follows. Remember to write your name, the date, and your code on your paper!

Interviewer Checklist

Interviewer:
Date:
Interviewee:

Impression of the Student	Good	Average	Needs Work
Appearance			
Introduction			
Established friendly interaction with interviewer			
Gave brief, clear personal description			
Explained work experience as relates to job			
Made 3 positive statements about self			
Paid attention; good body posture and eye contact			
Quality of answers to interviewer's questions			
Quality of interviewee's questions to interviewer			
Understanding of job duties			
Knowledge of company			
Motivation to work			
Demonstrated interest in job			
Ability to "sell" self			
Knowledge of next steps in hiring process			

Lian is interviewing for a job with a university, where she will enter data using a personal computer.

Lian Williams July 29, 1997 JS 9

Tell me about yourself.

I'm originally from Chesterwood, but moved here to take some special classes. My roommate, Jeri, told me about this opening--she works in another department here at the university. My mom still lives in Chesterwood, and I try to get home to see her every week or so. My mother is widowed and both my brother and sister live in other states now, so I'm the one who can check in with her the easiest. Even so, it is a challenge to find time for everything I want to do--I love to swim and play cards, and I'm also active in my church. But I manage to juggle it all pretty well.

I graduated from Tech High School in Chesterwood in 1996. I've always been fascinated by computers and enjoy working with data. While in high school, I belonged to the computer club. I worked summers at the State Employment Agency, inputting information about jobs into their computer system.

Since graduation, I've made the transition from home to living on my own. I've taken some classes at ITT Tech to learn some new software programs for data entry. This past year on my own has been valuable; I've come to know myself as a person who

(Continued from previous page)
learns new information and techniques quickly, as someone who can be counted upon to get the task done, and who has a real aptitude for computer work.

Why do you want to work here?

From talking with Jeri, I learned that, by working for the university, I am eligible to take classes as part of my benefit package. I have a strong interest in continuing to develop my skills, so this aspect of the job has a lot of appeal to me. I believe that the job itself is one that I'd find satisfying--one that I know I can do well.

What are your greatest strengths?

I have the ability to make things happen, not just sit around and wait for someone else to lead me through, step-by-step. While I believe I take instruction well, I do take responsibility to see that things get done. I like to think of myself as someone who gives good value for the dollar--I work hard and accomplish my goals. I have excellent computer skills and pay close attention to detail--important traits for someone entering data.

What are your greatest weaknesses?

Probably that I give myself a hard time when things beyond my control cause me to have to rethink my goals. I guess the down side, or risk, to being a responsible person is assuming responsibility too quickly for things! I guess my age and limited work experience could be thought of as a weakness, although I believe I've developed good work habits in the work I've done. I

(Continued from previous page)
also think it's to my advantage because I don't have preconceived ideas about how this job should be done--I'll follow the directions you give me.

How does your education and experience qualify you for this job?

The computer classes I have taken in high school and at the technical institute have given me a good foundation for working in data entry. I received all "A's" and "B's" in those courses and one of my instructors from the institute will provide you with a reference. And, since this is an area that is changing so rapidly, my ability to be flexible and my desire to learn also serve me well--and my employer!

What accomplishment in your life has given you the greatest satisfaction?

Probably moving out on my own. I'll admit that it has been pretty scary. I think leaving home is hard for everyone, but I've had the additional pressure of compensating for my visual disability. I don't mean to sound egotistical, but it has taken a lot of courage and initiative to come to a new place and arrange the training and support necessary for me to function effectively. Basically, that means that I've coordinated certain types of training, assistance in specific areas from sighted people, and have acquired some specialized equipment in order to accommodate my visual disability. I'd be happy to tell you more about these things if you're curious about how they apply to the work that I would do here.

(Continued from previous page)
What are the implications of your visual disability in reference to the work you would be performing here?

As far as getting around the workplace, I would bring in my mobility instructor and ask to have someone available for a couple of hours to show us the routes I will need to know, such as getting to my work space, the rest room, the break room, and any other locations I'll need to go to regularly. She will work with me on learning the routes; it should take about 8-12 hours over a period of four weeks for me to master all the routes on campus. However, it will only take me a few hours to master this building.

How do you feel about working overtime?

I am willing to work the hours that it takes to get the job done. I'd like to hear more about the expectations, like whether overtime usually means staying late or coming in on weekends and how often the need arises. Transportation will be easier for me to arrange in advance, rather than at the last minute. So if you can let me know in advance when you are going to need me, I would appreciate it. I can take a cab if necessary, but that gets expensive and I'd rather not make a habit of it.

Have you ever had a job before?

As I mentioned earlier, I did data entry at the employment agency for a couple of summers. Before that, I had a few school-to-work placements during high school. My school has a program where students sample different types of jobs in order to decide where their skills and interests are. I worked at a day care center, a grocery store, and a hospital. I worked in the hospital business

(Continued from previous page)
office, entering data into the records and knew that I'd found my niche!

What has been your greatest challenge and how did you handle it?

I think my greatest challenge was learning how to ask for assistance. It took me a while to become comfortable approaching strangers for information. I used to be afraid I'd be bothering someone. Now if I need directions to find something or someone, I just ask. As a result, I've become much more comfortable explaining my vision loss to those who have not had much experience with people who are blind.

Where do you see yourself five years from now?

I see myself working in the field of computers, maybe as a programmer or analyst. I know I'll continue to learn and grow in this area, just because I find it so interesting. I hope to stay here at the university because I really like the campus and the people I've met.

Tell me why I should hire you.

Because if I were in your position, I'd hire me! Seriously, I know I am a person who works hard and does what it takes to get the job done, whether that means learning new things, staying late...whatever. I get along well with others and take supervision well. I've got the skills and the drive to make a contribution to the university. And I'm willing to make a commitment to stay

(Continued from previous page)
and work with you during the four to five years it will take me to complete my bachelor's degree.

Do you have any questions for me?

I'm curious about two things: 1. How many other individuals in this department are doing data entry? and, 2. Is it realistic for me to advance into a programmer position within the next 5 years, in your opinion?

Once you have been scheduled for an interview, several things can help you prepare to make the best impression possible. Use the information about the business that you have entered on your Job Lead sheet or card and, when you select your clothes for the interview, think about what you learned about the dress code for that organization. If you don't know, talk to someone about the types of clothing they think a person would wear for that job. Be sure that whatever you wear is clean and neat and that you are well-groomed!

If possible, make a practice trip to the location for the interview to be sure you know how to get there, and to determine how much time to allow for travel. If you get to the interview more than fifteen minutes early, it would be best to wait somewhere other than the place you are interviewing. On your practice run, try to locate a restaurant, park, or building lobby where you can wait until closer to the time of your interview.

Practice the interview questions and answers listed in lesson JS 9, remembering to tailor your answers so that they stress your skills and abilities that qualify you for the specific job for which you are interviewing. Practice your disclosure statement and any questions (you must have at least one!) that you will ask during the interview. Put the things you want to take to your interview in your *Tote Case* and practice locating them and removing them to refer to or to give to the employer. Some things to consider including in your *Tote Case* are your copy of the application, your

reference sheet, pictures or documents that support who you are and what you can do (such as examples of your writing and pictures of you using adaptive equipment--see SA 6), any adaptive aids you might use during the interview or on the job (such as slate and stylus, notetaking device, telescope, or talking calculator). Take a magazine to read while you wait; it will relax you, demonstrate your literacy, and give you a conversation starter...just be sure it is a magazine that you don't mind admitting you read!

You might want to consider preparing a "show and tell" about some of your equipment for the interview. Consider demonstrating your talking calculator. Or, how about recording a short (less than a minute long) demonstration of your talking notetaker: something like, "Hi, I am Mary Ann O'Bryan. I live at 4123 Blairwood Road. It's a beautiful day, isn't it?"

ASSIGNMENT

Interview Item Checklist

Make a checklist of what to take to your interview. Then select what items will demonstrate your skills and abilities (photos of you working, a sample of the size print you can read, your monocular, your notetaking device, etc.) and write out how you will accomplish the demonstration. Practice the interview and the demonstration, using your *Tote Case*.

Carol Randall September 8, 1999 JS 10

In my *Tote Case*, I have my:

- completed copy of the application form.
- Newsweek magazine.
- letter from Mr. Jones in 18 point typeface complimenting me on the work I did for him.
- writing sample--essay "Personal Responsibility: The Key to Success."
- electronic notetaking device with a sample message.
- PDS.
- copies of my reference sheet.

JS 11
POST-INTERVIEW
Information

It may not seem important, but a very critical part of any job search is the follow-up. One follow-up activity is the thank you note. Generally, the more people you thank along the way the better. If your neighbor's friend talks with you on the phone about her job, send her a note thanking her for her time and the valuable information. If you talk with someone for a while who works at a place you might eventually want to work, send a note. The contents can be very simple and direct--no need to go into a lot of detail. The point of the note is that, with very little work on your part, you have made yourself stand out a little more in someone's mind, you've shown them that you are an appreciative person and therefore probably easy to work with, that you know the social niceties, and that you express yourself well in writing. That's a lot of bang for the buck!

For a person who is blind or visually impaired, the note, in addition to its usual purposes, also illustrates the ability to communicate in print: whether you've typed the note, had a helper hand-write it at your dictation, or written it in large print, you've demonstrated that you can function in a print environment.

Another follow-up activity is the call-back. At your interview, you asked when you would be notified of the hiring decision. If that date has come and gone, it is appropriate to call the company, ask for the person who interviewed you, and politely inquire as to where they are in their decision-making process regarding the job. Ask if you can furnish any additional information, and say again how much you appreciated the

interview. If you can briefly summarize why you would like the job, do so. Then thank the person for their time and ask them when you can check back on this job, or about future openings. Practice what you will say before you make your call--it will help your confidence.

If the news is that you did not get the job, don't despair! Be pleasant, thank the person for considering you and ask if there might be other positions coming open for which you could be considered. Ask if they have any ideas of other businesses who might be able to use your skills. Most people will want to help to you, even if you have not been matched with the specific job for which you applied.

If you do get a job offer, wonderful! Bask in the pleasure of your success, but don't think you're done with the process! Now is the time to ask some important questions that will be covered in the lesson about Personnel issues (see JK 2). Review all four lessons of the Job-Keeping unit.

ASSIGNMENT

Thank You Note

Make a list of some people to whom you might send thank you notes. Practice writing a couple of notes, then send one or more! Role play a call-back to an employer.

Jane Dwyer
2602 Klondike Blvd.
Baltimore, MD 49356

December 11, 1997

Ms. Harriet Cullen
1 Penn Branch Rd.
Baltimore, MD 49351

Dear Ms. Cullen:

I enjoyed meeting with you about a job working in the Rover deli. After our discussion, I am more certain than ever that I can be a real asset to the store. I enjoy being helpful to people and am confident I can learn the routine with just a little training.

Thank you for taking the time to talk with me. If you need any additional information, please feel free to call me at 555-0388.

I look forward to hearing from you in the near future.

Sincerely,

Jane Dwyer

Jane Dwyer

December 11, 1997

Dear Ms. Baker,

I appreciate the time you took last Sunday to talk with me about my interest in working in the child care field. It is exciting to explore ways in which my love for children can become a career.

Thank you for giving me the name of your friend who works at Happy Daze child care center. I know she has a lot of first-hand experience that will help me understand what it's really like to work at a day care center. I'll let you know how my search is progressing.

Sincerely,

Jane Dwyer

JS 12
PUTTING IT ALL TOGETHER
INFORMATION

Congratulations! By getting through that interview, you have made it through the most challenging part of the job search! No matter how your interview went, give yourself credit for the work you've done and remember that your job search is a process of trial and error...and eventual success! If there were things about your interview that could have gone better, use your problem-solving skills to decide how to improve for the next interview. (GS 4 and JK 3)

In this manual, the importance of being organized, of using your time well, and solving problems was stressed early on (GS 2, 3, 4). The techniques you learned can be used throughout the process of looking for a job. All units produced information that can be most helpful if you consult them periodically.

For example, continue using your *Transition Tote* organizational system for researching jobs and keeping track of where you are in the process with each employer.

Review your Self-Awareness lessons as you learn of new job prospects: How do your interests, skills, personality, and values match up with what you've learned through your research? Which of your good characteristics will you stress to the employer? Update these sheets as you grow and change. Keep updating your personal network list, too.

Stay open to new types of jobs that you learn about as you conduct your search. Use the procedures you learned in the Work Exploration: Job Analysis lesson (WE 2) to evaluate the fit between the job and you.

Continue to improve the documents you developed in your Job-Seeking Skills activities, such as your Disclosure Statement (JS 1) and your Self Description (JS 8). You will get better at research, interviewing, and follow-up the more you do them, especially if you are organized in your approach, use your time well, and apply your problem-solving strategies to your job search experiences.

For example, you might identify a problem such as stumbling over your words when you gave your disclosure statement during an interview. Using the approach practiced in GS 4, you may determine that: 1. The interviewer was particularly unfriendly (another's contribution to the problem); 2. You hadn't reviewed your disclosure statement for a week (your contribution); and, 3. The interview room was uncomfortably warm (the environment). Given this problem analysis, what could you do to solve the problem? 1. You can hope for a friendlier interviewer, or decide to work on being your own person, knowing that you can only control your own behavior, not that of others; besides, maybe the guy had an upset stomach or something! 2. You definitely want to make a goal of reviewing your Disclosure Statement the night before the interview. 3. Finally, you might want to consider wearing something that is medium weight, or that has a jacket you can put on or take off depending on the temperature of the building. With your brainstorming skills, you and those you ask to help would be able to come up with many more ideas; these are just examples. One of the main things is to keep up your spirits. Job searching is very hard work and takes lots of practice. You will be better able to relax and do your best as you gain experience. Don't beat yourself up for going through what is, inevitably, a learning process for everyone. Think of it like this:

your job, right now, IS your job search. If you've mastered the information in this book, you have the skills to do it well.

Use the review pages that conclude this unit to help you keep moving in the right direction. They are: 1. Job Search Summary; 2. Interview Overview; 3. Top Ten Tips; and, 4. Dispelling Myths about Workers with Disabilities. Your job is out there somewhere--just keep going until you find it. Good luck!

JS 12
JOB SEARCH SUMMARY
Review Page 1

- Organize job search time as a DAILY activity--keep track on your *Tote Case* "To Do" list. (GS 3)
- Identify appropriate job openings, at least 4 per day. Make a *Tote Case* folder labeled "Jobs" and use the folder and your clipboard to keep track of them.
- Call to get more information about job leads. Record the information on your job lead sheets in your *Transition Tote* binder or another system such as a rolodex or card file--review GS Tip Sheet: Ideas to Improve Organization.
- Pick up job applications or have them mailed to you. (JS 6)
- Complete job applications, using your PDS. (JS 3 & 6)
- Copy the completed job applications and store them in your *Transition Tote* binder, file folder, or another system you've chosen. (JS 6)
- Submit job applications.
- Find out the cut off dates for job applications and when you'll be contacted.
- Call to check on the status of your application--the phone number is on your job lead sheet/card! (JS 4)
- Schedule job interviews--record them in your *Tote Case* calendar or planner, on a card, or in your electronic notetaker.
- Start practicing your answers to interview questions! (JS 9)
- Conduct employer research. (JS 7)

- Arrange transportation to the interview and record the information on your job lead sheet, calendar/planner, card, or in your notetaking device.
- Prepare for the interview (JS 10)
  1. Decide what to wear.
  2. Review your job lead sheet information on the employer, disclosure statement, self-description, and so forth.
  3. Load your *Tote Case* with work samples and adaptive aids. Make sure you can quickly locate your PDS, application, and anything else you might be asked to produce.
- Interview for the job, using the *Tote Case* to impress the employer with your organization and communication skills!
- Update your job lead sheet with post-interview information (when to check back, any new information). Record call-back dates. Enter dates on *Tote Case* calendar, using your preferred system (see page 38 for marking ideas).
- Send a thank you note. (JS 11)
- Follow up on the job interview with the employer. (JS 11)

- Arrive 5-10 minutes early, introduce yourself, smile, extend your hand, ask for help if needed, sit and read.
- When presented to the interviewer(s), greet them by name, smile, make eye contact, and small talk.
- Let the interviewer(s) take the lead--they will usually open by telling you a little about the job, or asking you a general question about yourself. (JS 8)
  The interviewer(s) will ask you questions; you will answer, working in at least 3 reasons you're right for the job. (JS 9)
- Offer your Disability Statement and explain your vision in ways the interviewer can relate to. Explain some of your accommodation devices, such as the notetaking device or the magnifier you are using. (JS 2)
- You may be asked more questions based on what you've told the interviewer(s)--keep your answers as simple and specific as possible.
- Ask at least one good job-related question. (JS 7)
- Don't overstay your welcome. Thank the interviewer(s), using their names. Ask when a decision will be made, and when you can check back. If you need assistance to leave the office, make that request. Smile, shake hands and wish the interviewer(s) a good day.
- Send a thank-you note within the week. (JS 11)

- Think of looking for work like it's a job: 8 hours a day is a full-time job, 4 hours a day is a part-time job.
- People rarely get a job right away. It's not uncommon for it to take up to half a year for people without a disability to find work.
- Look your best at all times. You never know when you'll meet someone who can help you in your job search.
- Don't be shy about letting people know you're looking for work. The more contacts, the better.
- Demonstrate that you are a capable human being in all that you do. Don't just talk the talk--walk the walk.
- Nobody owes you a job. You must prove yourself worthy of a job.
- Don't go for just any job. Know what you want and go for it.
- Small employers are hiring many more workers than large employers. Use this knowledge in your search.
- Whenever possible, go to the job sites and meet people instead of using the phone or mail.
- Be prepared for any question at any time. But, if you genuinely don't know the answer, admit it, and offer to find out and get back with the person.

Here are common myths--and the realities--to help interviewers separate fact from fiction when comparing you to candidates without disabilities. The ability to dispel disability myths and promote an understanding of the facts will increase your chances of getting the job you want.

Myth: Workers with disabilities cost more to employ.
Fact: More than three-fourths of managers surveyed say the costs of employing both workers with and workers without disabilities are about the same.

Myth: Workers with disabilities require costly job accommodations.
Fact: Employers surveyed say more than three-fourths of job accommodations for workers with disabilities cost less than $500; half cost nothing.
Fact: Employers surveyed say the cost of accommodations virtually never drives the cost of employment above the average range of costs for all employees.

Myth: Workers with disabilities don't fit in with co-workers.
Fact: Almost all employers surveyed reject the argument that workers with disabilities don't fit in with most workers without disabilities.

Fact: Two-thirds of the public surveyed say most of their co-workers would have no problems working alongside individuals with disabilities.
Fact: Two-thirds of the public surveyed supports policies that would increase the number of people with disabilities working with them.

Myth: Workers with disabilities are a greater safety risk to themselves and co-workers.
Fact: Nearly half of employers surveyed agreed that workers with disabilities have fewer accidents on the job than workers without disabilities. (The survey did not report how many employers say workers with disabilities have an equal number of accidents on the job.)

Myth: Workers with disabilities are less productive.
Fact: Three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more productive than workers without disabilities.
Fact: More than three-fourths of the public feels workers with disabilities are equally or more productive than the average worker.

Myth: Workers with disabilities are harder to supervise.
Fact: More than three-fourths of department heads/line managers surveyed who have supervised workers with disabilities say they are no more difficult to supervise than workers without disabilities.

Myth: Workers with disabilities miss more work.
Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as being equally or more punctual and having equal or better attendance records than workers without disabilities.

Myth: Workers with disabilities aren't reliable.
Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more reliable than workers without disabilities.

Myth: Workers with disabilities do not want to work.
Fact: Two-thirds of working-age Americans with disabilities surveyed are not employed; of those, two-thirds want to work.
Fact: More than three-fourths of department heads/line managers surveyed rate workers with disabilities as equally or more willing to work hard compared with workers without disabilities.

Myth: Bringing more workers with disabilities into the work force will take jobs from people without disabilities who need them.
Fact: People with disabilities need jobs too. Costs to be self supporting exceed government allowances. Only a small portion of the public surveyed think bringing more people with disabilities into the work force will threaten to take jobs from people without disabilities; conversely, more than three-fourths think it will be a boost to the nation by taking people off welfare and putting them to work.

Myth: The public does not support the American with Disabilities Act.
Fact: Almost all of the public surveyed support the ADA provision banning job discrimination based on disability.
Fact: More than three-fourths of the public surveyed support affirmative action programs for people with disabilities similar to those many employers and colleges have for women and minorities.
Fact: More than three-fourths of the public support the provision that says that employers with more than fifteen employees must make reasonable accommodations for workers with disabilities.

Source:

Louis Harris and Associates Survey for the International Center for the Disabled, *The ICD Survey II: Employing Disabled Americans.*
Berkeley Planning Associates Survey for the U.S. Department of Labor's Employment Standards Administration, *A Study of Accommodations Provided to Handicapped Employees by Federal Contractors.*
Louis Harris and Associates Survey for the National Organization on Disability, *Public Attitudes Toward People with Disabilities.*
Louis Harris and Associates Survey for the International Center for the Disabled, *The ICD Survey of Disabled Americans: Bringing Disabled Americans into the Mainstream.*

Reprinted by permission of Peterson's, Princeton, NJ from *Job Strategies for People with Disabilities* by Melanie Astaire Witt, ©1992. Available at local bookstores or by calling the publisher at 1-800-338-3282.

JS SUM
SUMMARY CHECKLIST

Here is a checklist for your use in assuring that you have gotten the important information from each lesson of the Job-Seeking Skills unit. If you find that you have skipped items, review the lesson and complete the item. Are you labeling and filing all your assignments in such a way that you can find them again later? If not, you might want to revisit GS 4 and problem-solve a better way to stay organized!

JS 1: DISCLOSURE

_____ Understand the nature of disclosure issue (no right or wrong answer, personal decision, will vary with situation, etc.)
_____ Comprehend the possible consequences of disclosure and non-disclosure.
_____ Completed "Personal Thoughts on Disclosure" assignment.

JS 2: DISABILITY STATEMENT

_____ Know definition and content of a disability statement.
_____ Understand the need for statement to emphasize the positive aspects of what I can do and how I do it.
_____ Know the 3 critical areas disability statement should address.
_____ Completed "My Disability Statement" assignment.

JS 3: PERSONAL DATA SHEET

_____ Understand the content and purpose of the Personal Data Sheet (PDS).
_____ Know what's important in choosing people to be references.
_____ Completed "My PDS" assignment.

JS 3a: RESUMES

_____ Understand the difference between a personal data sheet and a resume.
_____ Know the guidelines for a resume.
_____ Determined whether or not a resume would be valuable to construct.
_____ Completed the "Construct a Resume" assignment, if needed.

JS 4: JOB LEADS

_____ Know a variety of sources through which to look for job.
_____ Found SA 1's "My Personal Network" assignment and WE 1's "Jobs of Interest" assignment.
_____ Completed "List of Job Leads" assignment.

JS 5: FOLLOWING LEADS

_____ Know how to prioritize leads for contacts.
_____ Reviewed JS 1: disclosure, pro's and con's.
_____ Understand desirable impressions to convey if inquired about job in person; practiced, if needed.
_____ Found and reviewed JS 4's: "List of Job Leads".
_____ Completed "Making Contacts" assignment.

JS 6: APPLICATIONS

_____ Understand the importance of having a competent helper to complete applications.
_____ Know questions to ask a prospective employer about hiring process, job, and working conditions.
_____ Thought about what media and accommodations might be needed for taking employment tests.
_____ Completed "Practice Application" assignment.

JS 7: PRE-INTERVIEW RESEARCH

_____ Understand ways to do pre-interview research.
_____ Found and reviewed SA 1's assignment "Personal Network" for contacts.
_____ Completed "Employer Research" assignment.

JS 8: SELF-DESCRIPTION

_____ Know the characteristics of a good answer to this question.
_____ Can identify 3 reasons why an employer should hire me.
_____ Completed "Tell Me a Little..." assignment.

JS 9: INTERVIEW QUESTIONS

_____ Located and reviewed JS 2's assignment "Disability Statement."
_____ Understand the need to construct specific responses to interview questions in order to make a good impression.
_____ Completed "Practice Interview" assignment.

JS 10: INTERVIEW PREPARATION

_____ Understand ways to prepare for interview (clothing selection, locating destination, practice interview information, decide what to take, in my *Tote Case*, of course! (adaptive equipment demonstration, etc.)

_____ Found and reviewed "Disclosure Statement" (JS 1), "Disability Statement" (JS 2), and "Practice Interview" (JS 9).

_____ Completed "Interview Item Checklist" assignment.

JS 11: POST-INTERVIEW

_____ Understand the value of thank you notes.

_____ Know information to ask when I call back after an interview.

_____ Complete "Thank You Note" assignment.

JS 12: PUTTING IT ALL TOGETHER

_____ Know how to use previous lessons and assignments to continue job search process effectively.

_____ Understand need to update information periodically, such as personal data sheet, personal network. (SA 1)

_____ Know how to apply problem solving strategies (GS 4 and JK 3) to job search problems.

_____ Can respond to some of the common myths about workers who are disabled.

_____ Know all the steps to a successful, on-going job search.

JOB-KEEPING
Unit Overview

Getting a job is cause for celebration! But being hired is only the first step: it is important to know the skills and attitudes required to *keep* a job. In the first lesson (JK 1), you will focus on the types of behavior that create a positive reaction from supervisors and co-workers. Personnel evaluation is the subject of JK 2. Evaluation is a valuable tool in keeping your employment--both how you evaluate your work and what your supervisor thinks of your work performance--and can give you information about where you can improve. In the next lesson, JK 3, you will review a technique learned in an earlier lesson, GS 4: Initial Goal Setting. You can apply this technique to setting goals for yourself in the workplace, in areas where you would like to advance your skills. The final lesson in this unit, JK 4, covers money management, an important skill to develop once you begin working and earning money.

Many of the skills you will read about in this unit are skills that can be used anywhere: at home, at school, in community organizations. Practice them wherever you currently are in your life!

JK 1
WORK HABITS
Information

It's one thing to get a job--and another thing to keepa job! To stay successfully employed, you have to be the kind of person that other people want to be around during the work day. Sometimes this means you must be pleasant and sociable, even when you don't feel like it! It means paying attention to the needs and interests of your co-workers and sharing a little bit about yourself. To stay employed, you must be perceived by your co-workers as part of the "team." The following lesson provides you with some general "do's" and "don'ts" in terms of maintaining good working relationships with your fellow workers.

DO'S

- Greet people as you come in to work (by name, if possible).
- Respond pleasantly and succinctly to their greetings.
- Come to work a little early or on-time so that you don't inconvenience others who will have to "cover" for you if you're late.
- Likewise, do not miss work, unless it is unavoidable (sickness, a doctor's appointment, a death in the family).
- Help others, if you complete your assigned work or if they are having difficulty with something that you can do well.
- Participate in office and work activities, like fund-raisers, food drives, or outings (such as company picnics).
- Use social amenities like please and thank you liberally.

- Laugh and make light of awkward situations (like when an office mate forgets and moves a trash can into your path or a co-worker walks away without letting you know she is departing).
- Listen when others share with you and respond with caring.
- Pay attention to what's going on around you.
- Encourage others to do things with you (have lunch, join you for breaks, and so forth).
- Pay attention to your appearance: wear clean, appropriate clothing.
- Be honest and tactful.
- Be energetic and contribute as much as possible everyday.
- Smile a lot.

DON'TS

- Miss work consistently on Fridays and Mondays.
- Bring personal problems to work.
- Expect others to do for you what you can do for yourself.
- Ask favors and not reciprocate (meaning, do favors in return).
- Ever gossip.
- Ever talk about your coworkers or the boss.
- Talk about private matters.
- Talk too much.
- Give advice.
- Brag.
- Be a know-it-all, even about blindness!
- Put people down.
- Use sarcasm.
- Preach or proselytize (meaning going overboard to convert people to your views).

- Wear tons of perfume or after-shave.
- Moan, mope, or grinch.

Examples of work habits that many employers value include: reliability, honesty, dependability, efficiency, flexibility, productivity, loyalty, common sense, punctuality, eagerness to learn, maturity, and enthusiasm. Try thinking of it from your employer's point of view: Would you want yourself for an employee? How can you increase your value to your employer?

Another important aspect of keeping a job is understanding how employer and co-worker expectations change over time. For example, no one expects a new worker to do every part of his or her job perfectly in the beginning or to know the names of all the workers immediately. However, within the first month to six weeks, most employers and fellow workers will expect "the-new-kid-on-the-block" to know most aspects of the job and to know most of the employees working in the same area. Within six months, the boss and your co-workers will expect you to know the job well and to know your immediate work group and a substantial number of folks outside the immediate work group with whom you have contact. By the end of the first year of employment, there will be an almost universal expectation that you know the job and you know the workers well. (Many companies do personnel evaluations at six months and twelve months to let you know how your performance is progressing. They will typically follow-up thereafter with an annual evaluation.)

To keep your job, it is critical that you learn to discipline yourself. It is important to remember that for your employer "time is money" and if you are working and performing, the company

can make a profit and afford to pay its workers. On the other hand, if you are not there or are not performing to the performance standards set for your position, you are costing the company money and it won't be possible to pay the workers (at least not for long!). Self discipline is about being places on time, contributing to the best of your ability, and not leaving your co-workers in a bind. It's about only taking your allotted time on breaks and at lunch. It's about controlling your temper.

Finally, let's think beyond simply keeping the job you have. Let's think about how you advance in your job, or get promotions. In order to request a raise or ask for a promotion, you must know that your work is worth more. Have you taken on additional responsibilities since you started your job? Are you performing at a rate that exceeds expectations? Do you have excellent attendance? If so, you may be in a position to ask for a raise or a promotion. If not, it is unlikely that you will be seriously considered for a reward.

When you have your performance evaluations, it will be important to ask how your performance compares to the other workers on the job. If the boss says that your work is comparable to your fellow workers, ask what kind of performance would be required for a promotion or raise. Pay attention to what the boss says and begin immediately to try to meet the new standards he or she sets for you. Keep track of what you are doing that justifies a raise, and keep a written record of your efforts. When your next evaluation comes up, let the boss know what you have done to warrant a raise. Be prepared to give examples of your efforts (your written documentation can help you do so!) If a raise or promotion is not offered, ask when you can expect such a reward. Make a note of the boss's response and follow-up at the appropriate time.

ASSIGNMENT

My Work Habits

On a separate sheet of paper, please write out your best work habits and those you think need improvement for future reference. If you are not employed, think about other types of work you do: at home, in school, and in the community.

JK 1
Example
My Work Habits

Carly Thompson December 9, 1998 JK 1

My work habits: Punctual, honest, good attendance, get along well with other people, follow instructions, cheerful, helpful, good listener, good appearance always, polite, respectful of elders, hard worker, diligent

Need improvement: Impatient sometimes, moody sometimes, too blunt in my honesty sometimes, easily frustrated when things don't work out the way I think they should or if I can't learn new things quickly enough!

JK 2
PERSONNEL EVALUATIONS
Information

A personnel evaluation is a report card, in essence, of your performance at work. Most employers do annual personnel evaluations with their employees. However, the frequency of personnel evaluations will vary from company to company--some companies have evaluations more often, particularly in the early stages of a worker's employment with the company. Other companies are more casual with regard to personnel evaluations and bosses may simply give employees verbal feedback rather than do formal written evaluations. When you prepare for employment, you will want to ask your prospective employer what kind of system he or she has in place to provide feedback to employees regarding the quality of their work.

Most personnel evaluations include information related to both employees' work habits and their work skills. Work habits include attributes such as attendance, punctuality, cooperation, appearance, friendliness, participation, following directions, soliciting aid when necessary, and not allowing personal problems to interfere with work. Work skills are those skills or abilities actually required to perform a specific job (for example, typing speed and accuracy for a typist or the ability to use basic hand tools and power tools for a carpenter). Often, employers evaluate employees on a scale of one to five, with one being unacceptable performance and five being outstanding performance. The employer then shares her rating with the employee and they discuss strategies for improving the evaluation rating over time. If there are horrendous problems, an employer may put an employee

on probation and detail specific things which must be done to fix problems, with the threat of termination should the problems remain. If an employee consistently receives exemplary reviews, he or she may be eligible for a promotion.

Individuals who are working for companies where they are consistently evaluated will do well to keep copies of their evaluations for future reference. Their employers will have copies, too. By reviewing your evaluations over time, you can follow your progress in a job: How well are you performing, and how well are you thought of by those in authority? If you are working in a company that does not perform evaluations, you may want to solicit feedback from your supervisor and make notes of your boss's comments for future reference. A simplified worker evaluation form is provided for your use.

ASSIGNMENT

Worker Evaluation

Ask a teacher or employer to evaluate your school or work performance. Review your JK 1 assignment in order to compare your evaluation of your work habits with your teacher or employer's assessment. Don't forget to include your name, the name of your evaluator, the date of the evaluation, and the reference code (JK 2) on your sheet.

Worker Evaluation

Name of Employee: _____

Evaluator: _____

Date: _____

Work Behavior	Good	Average	Needs Improvement
Appearance			
Attendance			
Punctuality			
Cooperation			
Friendliness			
Participation			
Follows instructions			
Productivity			
Quality of Work			
Doesn't let personal problems interfere			

Comments:

Worker Evaluation JK 2

Name of Employee: Sandra Simon
Evaluator: Mrs. Washington
Date: March 3, 1998

Work Behavior	Good	Average	Needs Improvement
Appearance	X		
Attendance	X		
Punctuality	X		
Cooperation		X	
Friendliness	X		
Participation		X	
Follows instructions		X	
Productivity	X		
Quality of Work	X		
Doesn't let personal problems interfere			X

Comments: Sandra is a good student, always on time to class and with her assignments. She works well independently, but doesn't always seem comfortable working in groups with other students. I think sometimes she has problems that affect her ability to concentrate at work. Sandra's a good worker, overall!

Now that you have analyzed your current work habits, you may want to describe your ideal self! How would you like to be in the future? The following activity is designed to help you consider how to set personal goals for changing something about yourself that you'd like to change (not necessarily something that someone else tells you needs to change). Consider returning to the exercise you completed on work habits (JK 1) to determine what work habits you might want to improve.

Personal goal setting requires you to do some further self exploration as a starting place. You must ask yourself, "What would I like to change about myself?" or "What don't I like about me?" Some of the things you may want to change may be easier than other things. For instance, you may decide (like Carly of the example in JK 1) that you would like to be more patient. Or you may think you would be happier if you were more outgoing and less reserved. Both of these are personality goals.

With either goal, you must begin with defining the problem and the goal, or outcome you want. Using the first example, the problem is that Carly is feeling impatient: her goal is to be more patient. In the second example, the problem is that Sandra is feeling shy or reserved, and the goal is to become more sociable, or outgoing. Once you have determined the problem, it is important to define the problem further. How do you contribute to the problem? How do others contribute to the problem? How does the environment where you live, study, play, and work in

contribute to the problem? What's kept you from solving the problem to this point?

Answer these four questions honestly and write your responses out for future reference. Then, consider your goal once again and write it out as specifically as possible. At this point, you will want to do some thinking about how to accomplish your goal--some brainstorming. Brainstorming means you generate lots of ideas about how to make your goal a reality. You can think of ideas yourself, you can ask others how they have accomplished such things, you can observe how others perform (or behave) differently from you, you can read about how others have accomplished similar things or gather information pertinent to the issue from other sources. Do not evaluate or judge the ideas as you are collecting them. Simply write down every idea that comes your way and save them for future consideration.

After you have collected all the ideas you can and have written them down, you may begin to evaluate them. You may cross off or delete the things on your list that you think are completely out of the realm of possibility. The ideas that are left on your list can be put into rank-order, from easiest to hardest for you to accomplish. This list of ideas (with the easiest idea as number one) will become your list of things to do to achieve your goal--your action plan. The process is one that you have used before: check the work you did in GS 4: Problem Solving Skills.

ASSIGNMENT

Set a Personality Goal

After writing your name, today's date, and the reference code on your paper, try to state your goal in behavioral terms by listing the things you will do, based on your list of ideas. For example: I will demonstrate my outgoing nature by greeting people at school before they greet me. After each step or idea, indicate when you plan to begin your effort and when you hope to have successfully completed your effort.

JK 3
Example
Set A Personality Goal

Josie Norman June 26, 1999 JK 3

Problem: I'm too impatient
Goal: To be more patient with my co-workers, family, and friends
How do I contribute to the problem?
I just say whatever is on my mind and don't stop to think before I speak. I fuss with folks when they are slower than me with things like games or homework, instead of helping them with their part. I can't seem to sit still, and sometimes I am so busy thinking about what I'm going to do next that I forget where we are with a game or lesson.
How do others contribute to the problem?
My family and friends laugh and say that I have "ants in my pants"--they seem to think it's cute! No one really seems put out with me about my impatience, it's just that I would like to be more patient with others because I think it could be a problem at work.
How does the environment contribute to the problem?
Everything these days seems to move at a fast pace and so I don't think anyone much thinks my frantic pace is a problem. *What's kept me from solving the problem to date?*
No one seems bothered but me. I don't think I've lost any friends and my family loves me no matter how I behave (I think) and so far none of my co-workers has realized how impatient I am...I can hide it pretty well, I think.

(Continued from previous page)

Brainstormed Ideas:

- Take a relaxation class.
- Count to ten before I speak.
- Reduce stress.
- Meditate.
- Concentrate on what people are saying.
- Take tranquilizers.
- Take a yoga class.
- Exercise to release extra energy.
- Ask family to give me feedback, if I'm impatient with them.
- Get a worry stone.
- Take notes as people chat to keep focused.
- Practice restating what people say to stay focused.
- Scrutinize what activities I'm doing with family and friends--maybe things are boring to me because they're not challenging enough.
- Ask friends and family to try some new, challenging activities to "mix things up."
- Analyze what activities keep my interest best, both at work and at home.

(Continued from previous page)

Evaluate each idea (You can do this next to your original brainstormed list, but we've copied it over to show that it is a separate step)

- Take a relaxation class--seems extreme to me, and I don't know how I'd get there.
- Count to ten before I speak--easy to do and may help.
- Reduce stress--I could look at my activities and see if I'm doing too much, or using my time poorly.
- Meditate--Might be fun to try...I know there are lots of tapes that are available.
- Concentrate on what people are saying--Yeah, but how do I do that?
- Take tranquilizers--I'm drug-free and will stay that way!
- Take a yoga class--not anything I really want to do right now.
- Exercise to release extra energy--this would be a good idea...it would be good for my general health, too.
- Ask family to give me feedback, if I'm impatient with them--This might help, especially if I tell them why it's important to me and we decide upon a specific way they'll tell me when they notice my impatience; maybe by saying something light, like "Josie, you're doing it again!" so that I don't take offense.
- Get a worry stone--better not; I may throw it at someone when I'm feeling impatient!
- Take notes as people chat to keep focused--no one would talk to me if I did this!

(Continued from previous page)

- Practice restating what people say to stay focused--Good for practice, but I wouldn't want to overdo it...could be pretty annoying for others!
- Scrutinize what activities I'm doing with family and friends, maybe things are boring to me because they're not challenging enough--good idea to look at how I spend my time.
- Ask friends and family to try some new, challenging activities to "mix things up"--this might be fun. Maybe I can burn off some of my energy if we move around instead of sit around!
- Analyze what activities keep my interest best, both at work and at home--I'll pay attention to this and review/update my interests sheet , SA 2.

Action Plan:

1. Ask family to tell me when I'm impatient with them.
2. Count to ten before I speak.
3. Analyze my activities: what activities keep my interest best, both at work and at home; how am I spending my time; are there other activities I'd like to try?
4. Exercise by taking a walk, jumping on the trampoline, or riding my bike to release extra energy.

Start Date: June 28, 1999

Re-evaluate: monthly (put a sticker on the date on my *Tote Case* calendar).

People With Whom I Will Share My Plan: My family, my friend Penney.

JK 4
MONEY MANAGEMENT
Information

Another important area to consider relative to a job is whether you can afford it! In other words, will the job pay you enough to survive? Will the job pay enough to allow you to live the way you wish to live? What kind of future, in terms of money and benefits, does this job offer, and will this be enough as you grow and change? These issues are considered in this lesson on money management.

In order to determine what salary you need to make, the first thing to determine is how much it costs you to live. You may not currently have all the expenses you will have, once you get a job--for example, your parents may have been paying for a number of things such as housing, food, and clothing if you live at home. You will need to do some thinking about what lifestyle you want to have: Do you want to live alone or share housing? Do you want a car? A pet? All of these choices have price tags, and some choices may be worth more to you than others. If you already have a written budget, you can use it to begin figuring out your current and future expenses. If you don't have a written budget, let's consider what you will want to include:

- Rent--Housing is often the largest budgetary expense. If you are living with your parents rent-free, you may want to consider what it would cost to move into an apartment. Check with apartments listed in the telephone directory and in your local newspaper's classified ads for current information. If you don't

anticipate living on your own, discuss with your parents what they would consider to be your share of their housing expense (mortgage or rent) for future reference.

- Utilities--In addition to paying rent or a mortgage, most people pay for their use of utilities (electricity, gas, water, garbage collection, and the like). Unless these fees are included in your rent, you must budget for them separately. Find out what an average month's utility bill runs where you are living now, and figure out your fair share (based on your percentage of use as a part of the family or group). Don't forget to include telephone expenses, both the monthly service charge and any long distance calls you make. If you have a cellular phone or a pager, that's an additional expense.

- Food--A person has to eat in order to maintain life and energy! How much does it cost to feed you? If you don't know, try keeping records over a period of time--a month, for example--to determine how much money is spent on food that you consume. Consider both the expense of buying food from the grocery store and eating out.

- Clothes--Work requires dressing for the job. For example, some jobs require business-like attire, some require uniforms, some require special shoes (like steel-toed boots or rubber-soled shoes), and some allow workers to dress casually. How much do you currently spend on clothes? How much do you anticipate you will need to spend on clothes for the job in which you are interested? Another expense related to clothing is laundry or dry

cleaning fees. If you use a laundry or dry cleaning service, you'll want to keep records of how much you spend in an average month.

- Transportation--A worker is expected to get to and from a job without fail! How much will you need to spend on bus or train fare? Or, will you need to pay for gas and car expenses? Will you need to budget for taxi fares? If you can walk or ride your bike to work, you will simply need to include money for wear and tear on your shoes or bike!

- Medical/Dental--Do you have ongoing medical expenses for things such as medication? If not, you will still want to set aside money toward emergency medical expenses and medical insurance premiums. Some companies offer medical benefits to their employees. If the company you plan to work for offers medical, or medical and dental coverage, be sure to consider the effect on your income: benefits like these can result in you having more of your hard-earned cash to spend as you choose, instead of going toward medical and dental bills. There may be some costs for which you are responsible, such as sharing the cost of insurance with your employer and paying a part of each charge. Some plans have a deductible amount, which means that you pay all charges up to a certain dollar amount and then your insurance starts paying. Be sure to get information about any health benefits offered--they can make a big difference in your expenses.

- Recreation--Not to forget the old adage, all work and no play makes for a dull boy (or girl)! Recreation--going out and having fun or treating yourself to something like a described movie--is good for you but can be expensive. How much does your recreation cost monthly?

When you consider how much you spend and compare that with what you will earn (remember that taxes are taken out of the amount you earn, as well as any other deductions you've authorized, such as retirement savings, insurance, and charitable contributions), it will be easier to see if you can afford to keep the job! A budget shows you very clearly whether or not you can live within your means. It also gives you the information you need in order to decide what expenses, if any, you can avoid or lessen so that you *can* live within your earnings.

The other consideration is whether a job will pay you enough money to do better than just meet your basic expenses; will the job allow you to have some of the things you *want* as well as the things you *need*? What this means is that if a job pays you more than you must have to meet your fiscal obligations, you can buy extras or save to buy extras! The example that follows your assignment shows two budgets: one for Emilio's survival lifestyle and one that has money for some extras.

Be aware, however, that your expenses can vary drastically depending on the geographic area in which you live. Even though a job in the city may pay a lot more than one in a small town, your expenses will be much higher in a city for housing, food, and other items.

Notice that the survival budget does not include any money for medical expenses or recreational expenses; it is a "bare bones" estimate. It also has the young man, Emilio, walking rather than driving or being driven most places. There is a minimal amount of money built into the budget for bus fare to get to and from work. In the survival budget example, Emilio shares the costs for a one-bedroom apartment with a roommate. He buys used clothes from thrift stores rather than new ones from department stores. In contrast, in the budget with money for extras, Emilio and his roommate share a two-bedroom apartment. There is money for recreation and medical expenses. There is money for nicer clothes, better food, dry cleaning, the occasional cab fare, and eating out! Notice that Emilio is saving money monthly. This will help him pay for unplanned expenses, major purchases, and, possibly, contribute to his retirement.

When you sit down to write out your present and projected budgets, you will want to consider the following categories:

- Rent or mortgage (shared or alone?)
- Utilities: electricity, water, gas, telephone, cable television, etc.
- Clothes (including shoes).
- Laundry or dry cleaning.
- Transportation.
- Food and toiletries.
- Insurance (medical, dental, home or apartment, possessions, car).
- Recreation and entertainment.
- Miscellaneous (haircuts, books, newspapers, travel, etc.)

ASSIGNMENT

Budgeting

On a separate sheet of paper, please develop a projected budget of what you anticipate it will cost for you to live after high school. Use your knowledge of some of your current expenses (such as recreation), and do research to estimate expenses you might not currently have (such as rent). Consider looking at your future from both the perspective of survival and one in which you have some extras.

Emilio Rodriguez	January 5, 1997	JK 4
Rent (½ of shared, one bedroom apartment)		$200
Utilities (½ electricity, water, gas)		65
Telephone (½ of basic charge)		25
Clothes (thrift shops)		10
Laundromat		20
Transportation		30
Insurance		50
Food & toiletries		200
Monthly Total		$600

(Emilio could meet this budget with a full-time job paying minimum wage.)

Emilio Rodriguez	January 5, 1997	JK 4
Rent (½ of shared, two bedroom apartment)		$250
Utilities (½ of electricity, water, gas)		75
Telephone (½ of charge, plus long distance)		35
Clothes		75
Laundromat/dry cleaning		35
Transportation		75
Food & toiletries		250
Insurance (plus medical co-pay)		160
Recreation		75
Savings		40
Monthly Total		$1070

(Emilio needs a full-time job that pays approximately $8 per hour in order to have enough take-home pay to meet this budget.)

JK SUM
SUMMARY CHECKLIST

Here is a checklist for your use in assuring that you have gotten the important information from each lesson of the Job-Seeking Skills unit. If you find that you have skipped items, review the lesson and complete the item. Are you labeling and filing all your assignments in such a way that you can find them again later? If not, you might want to revisit GS 4 and problem-solve a better way to stay organized!

JK 1: WORK HABITS

_____ Understand the Do's and Don'ts of getting along with coworkers (i.e., work habits).
_____ Know other aspects of keeping a job (e.g., changing expectations over time, need for self discipline).
_____ Understand what is involved in promotions and performance evaluations.
_____ Completed "Work Habits" assignment.

JK 2: PERSONNEL EVALUATIONS

_____ Understand what a personnel evaluation is and what it covers.
_____ Understand the difference between work habits and work skills.
_____ Know how to respond to a personnel evaluation.
_____ Completed "Worker Evaluation" assignment.

JK 3: PERSONALITY GOALS

_____ Know how personality goals relate to work.
_____ Understand the process of identifying and examining problems.
_____ Reviewed GS 4: Problem Solving Skills.
_____ Reviewed JK 1, "Work Habits" assignment.
_____ Completed "Set a Personality Goal" assignment.

JK 4: MONEY MANAGEMENT

_____ Understand the difference between a survival budget and a budget with money for extras.
_____ Know the categories of expenses and what they mean.
_____ Completed "Budgeting" assignment.

Materials are listed as being available in alternate media by the following abbreviations: b = braille; c = cassette tape; d = computer disk; lp = large print. Listings without media are available in regular print only.

American Action Fund, 18440 Oxnard St., Tarzana, CA 91356. Phone: 818-343-2022.
Extensive lending library, kindergarten through high school. Publishes a weekly newspaper in braille for persons who are deaf-blind. Small size braille calendars which include major holidays are available at no cost. They may be ordered as early as August for the following year. MEDIA: b, lp

American Council of the Blind (ACB), 1155 15th St. NW, Suite 720, Washington, DC 20005. Phone: 202-467-5081; 800-424-8666. Fax: 202-467-5085.
Consumer organization that represents the interests of people who are blind and visually impaired. It provides information and referral, legal assistance, scholarships, advocacy, consultation services, and program development assistance. Publishes *The Braille Forum* (see "Periodicals"). Call the 800 number for the Washington Connection Information and Education Hotline, 5:30 PM-9:00 PM weekdays and 24 hours on weekends.

American Foundation for the Blind (AFB), 11 Penn Plaza, Suite 300, New York, NY 10001. Phone: 212-620-2000; 800-232-5463. Fax: 212-727-7418.
Represents the interests of people who are blind and visually impaired; contact for publication list and information on the *Journal of Visual Impairment and Blindness* and the resource book, *Directory of services for blind and visually impaired persons in the United States and Canada, 24th edition* (see "Periodicals").

American Printing House for the Blind, Inc., 1839 Frankfort Avenue, P.O. Box 6085, Louisville, KY 40206-0085. Phone: 502-895-2405; 800-223-1839. Fax: 502-899-2274. E-mail: info@aph.org Website: http://www.aph.org
Administers the Federal Quota program for students who are blind and visually impaired. Produces educational materials, instructional aids, tools, and supplies for blind and visually impaired children and adults. Maintains an on-line data base of materials in media accessible to people who are visually impaired (CARL ET AL). Check the website for links to related agencies serving people who are blind and visually impaired. Write or call to be placed on mailing list. MEDIA: b, c, d, lp

Braille Institute. 741 N. Vermont Avenue, Los Angeles, CA 90029. Phone: 213-663-1111, 800-BRAILLE (272-4553).
Publishes two braille periodicals, *The Braille Mirror* and *Expectations* (see "Publications). Operates a toll-free information and referral service providing information about Braille Institute and other services for blind people throughout the nation. MEDIA: b

Equal Employment Opportunity Commission, 1801 L Street, NW, Washington, DC 20507. Phone: 202-663-4398; 800-669-EEOC (3362).
Offers information on the Americans with Disabilities Act (ADA) regulations, technical assistance, and enforcement of Title I regulations regarding employment.

Hadley School for the Blind, 700 Elm St., Winnetka, IL 60093. Phone: 708-446-8111; 800-323-4238. Fax: 708-446-8153.
International home study school that enables people of all ages who are blind to acquire specialized skills. Available to public with visual impairment and their families.

HEATH (Higher Education and the Handicapped) Resource Center, American Council on Education, One Dupont Circle NW, Suite 800, Washington, DC 20036-1193. Phone: 800-544-3284. Fax: 202-833-4760.
Offers an extensive publication program, a toll-free telephone information service, and a professional staff which participates in a strong network of colleagues working in the field of disabilities across the country. Contact for information on colleges with special services for students who have a disability. MEDIA: c, d

Job Accommodation Network, (President's Committee on Employment of People with Disabilities), West Virginia University, P.O. Box 6080, 918 Chestnut Ridge Rd., Suite 1, Morgantown, WV 26506-6080 Phone: 800-526-7234. Fax: 304-293-5407. E-mail: jan@jan.icdi.wvu.edu
An international consulting service that provides information about job accommodation and the employability of people with disabilities, free of charge. Services include specific disability information, accommodation strategies, and sources for adaptive equipment, among others. MEDIA: b, c, d, lp

Job Opportunities for the Blind (JOB), sponsored by the National Federation of the Blind and the U.S. Department of Labor, 1800 Johnson St., Baltimore, MD 21230. Phone: 410-659-9314; 800-638-7518 (12:30-5:00 PM, EST). Fax: 410-685-5653.
Offers a free job magazine published 6 times a year, which includes job listings. Also provides nationwide network introductions to employed blind persons. Contact for free "JOB Info Pack." MEDIA: c

National Association for Visually Handicapped, 22 West 21st St., New York, NY 10010. Phone: 212-889-3141. Fax: 212-727-2951.
A variety of publications are available for low vision persons, families, professionals. A listing of publications is available with a free kit of information. MEDIA: lp

National Braille Press, 88 St. Stephen St., Boston, MA 02115. Phone: 617-266-6160. Fax: 617-437-0456.
Provides braille printing services, sponsors children's braille Book-of-the-Month Club, offers free booklet of transcription services around the country. MEDIA: b

National Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230. Phone: 410-659-9314; 800-638-7518. Fax: 410-685-5653.
Consumer group that represents the interests of people who are blind and visually impaired. Has affiliates in all states. Mission is to help blind persons achieve self-confidence and self-respect, and the complete integration of the blind into society on a basis of equality. Publications include *The Braille Monitor* and *Future Reflections* (see "Periodicals"). MEDIA: b, c

National Industries for the Blind, 1901 North Beauregard St., Suite 200, Alexandria, VA 22311-1727. Phone: 703-998-0770. Fax: 703-998-8268.
Distributes federal government contracts to industries for the blind with manufacturing facilities. Internship program available for post-baccalaureate students.

National Information Center for Children and Youth with Disabilities (NICHCY), P.O. Box 1492, Washington, DC 20013. Phone: 703-893-6061; 800-695-0285. Fax: 703-893-1741.
A national information clearinghouse on subjects related to children and youth with disabilities. Information available in alternative media upon request.

National Library Service for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor St. NW, Washington, DC, 20542. Phone: 202-707-5100; 800-424-8567.
Administers a national library service that provides braille and recorded books and magazines on free loan to anyone who cannot read standard print because of visual or physical disabilities. MEDIA: b, c, d

National Technology Center, American Foundation for the Blind, 11 Penn Plaza, Suite 300, New York, NY 10001. Phone: 212-502-7642; 800-232-5463.
Conducts product evaluations of assistive technology and operates a database called the Careers & Technology Information Bank (CTIB). The CTIB consists of a network of 1,900 blind and visually impaired persons and offers a unique opportunity to obtain first-hand information and advice about job experience and assistive technology. MEDIA: b, d, lp

Parent Information Center, Judith Raskin, P.O. Box 1422, Concord, NH 03302-1422. Phone: 603-224-7005.
For parents of young adults with disabilities who wish to find out more about The Americans with Disabilities Act (ADA).

President's Committee on Employment of People with Disabilities, 1331 F Street, NW, Suite 300, Washington, DC 20004-1107. Phone: 202-376-6200.
Promotes the development of maximum employment opportunities for people with disabilities.

Recording for the Blind & Dyslexic, 20 Roszel Rd., Princeton, NJ 08540. Phone: 609-452-0606; 800-221-4792. Fax: 609-987-8116.
The nation's educational library for people who cannot read standard print because of a visual, perceptual or other physical disability. RFB & D is the only national nonprofit organization that provides recorded books at all academic levels to people with print disabilities. Fee for service. MEDIA: c

Rehabilitation Research and Training Center on Blindness and Low Vision, Mississippi State University, P.O. Drawer 6189, Mississippi State, MS 39762. Phone: 601-325-2001.
This organization conducts research in topics related to blindness and preparation for work; a publications list of their many reports is available. Have recently published a *Transition Activity* Calendar, which lists year-by-year transition activities from Junior High School through twelfth grade for college-bound students. A wide variety of training projects is conducted annually. MEDIA: b, c, d, lp

Social Security Administration, Office of Disability, Department of Health and Human Services, Altimeyer Building, 6401 Security Blvd. #545, Baltimore, MD 21235. Phone: 410-965-3424; 800-772-1213. Fax: 410-965-6503.
Contact for information regarding benefits and employment.

Abilities. **489 College St., Suite 501, Toronto, Ontario M6G 1A5. Phone: 416-923-1885. Fax: 416-923-9829 E-mail: able@interlog.com**
A lifestyle magazine for people with disabilities. Published quarterly. MEDIA: c, d, lp

Aware. **National Association for Parents of the Visually Impaired. P.O. Box 317, Watertown, MA 02272-0317. Phone: 800-562-6265. Fax: 617-972-7444.**
News magazine for parents of children who are blind and visually impaired. Covers a variety of topics including, but not limited to, legislative updates, products and services, idea exchanges, education and technology information, and inspirational columns. MEDIA: c

The Braille Forum. **American Council of the Blind (ACB), 1155 15th St. NW, Suite 720, Washington, DC 20005. Phone: 202-467-5081; 800-424-8666. Fax: 202-467-5085.**
Articles that speak to the independence, security, equality of opportunity, and quality of life for blind and visually impaired people. MEDIA: b, c, d

The Braille Mirror. **Braille Institute, 741 N. Vermont Avenue, Los Angeles, CA 90029. Phone: 213-663-1111; 800-BRAILLE (272-4553).**
A news magazine published 10 times a year, available free of charge. MEDIA: b

Braille Monitor. **National Federation of the Blind (NFB), 1800 Johnson St., Baltimore, MD 21230. Phone: 612-696-1975. Fax: 410-685-5653. E-mail: http://www.nfb.org**
Magazine that highlights NFB activities and issues related to blindness. MEDIA: b, c

Career Development For Exceptional Individuals **(CDEI). Division on Career Development and Transition, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091, Phone: 703-620-3660.**
Journal published twice yearly with helpful information about getting started and getting ahead in a career.

Career Opportunities News. **Garrett Park Press, P.O. Box 190M, Garrett Park, MD 20896. Phone: 301-946-2553.**
Six issues per year plus bonuses. A newsletter that offers information on the job market for people of all ages, disabled and non-disabled.

Careers & the disABLED: The career magazine for people with disabilities. **Equal Opportunity Publications, Inc., P.O. Box 202, Centerport, NY 11721. Phone: 516-421-9421.**
Magazine for job seekers who are disabled. Published three times a year for $8.00 annually. MEDIA: b, c

Dialogue. **Blindskills, Inc., P.O. Box 5181, Salem, OR 97304. Phone: 503-581-4224; 800-860-4224.**
E-mail: blindskl@teleport.com
A quarterly magazine for blind and visually impaired people of all ages. A wide variety of topics are covered, from factual to fun. Interviews with blind individuals who define their job duties in a variety of careers. Sports and recreational pursuits. MEDIA: b, c, d, lp

Disability Today. **P.O. Box 2659, Niagara Falls, NY 14302-9945. Phone: 905-338-6894. Fax: 905-338-1836.**
Magazine to advance equity and opportunity for people with a disability. Published four times a year.

Envision. **The Lighthouse, Inc. 111 East 59th St., New York, NY 10022. Phone: 212-808-0077; 800-334-5497. Fax: 212-808-0110.**
A newsletter that covers a variety of topics related to the development of children who are blind or visually impaired. Helpful to both professionals and parents. Published quarterly. MEDIA: c

Future Reflections. **National Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230. Phone: 410-659-9314. Fax: 410-685-5653.**
Magazine published four times a year for parents and teachers of children who are blind. MEDIA: c

NARIC Quarterly. **National Rehabilitation Information Center (NARIC), 8455 Colesville Road, Suite 935, Silver Spring, MD 20910. Phone: 301-588-9284; 800-346-2742.**
A quarterly magazine covering topics of interest to both people with disabilities and professionals in the field of rehabilitation. MEDIA: b, d upon request

Consult "Publishers" section for contact information.

Abernathy, C.D. (1988). ***DETOURS: Biographies Of Physically Disabled Achievers.*** **Oregon State Library, Talking Book & Braille Services, State Library Building, Salem, OR 97310. Phone: 503-378-3849. Fax: 503-588-7119.**
Profiles people with disabilities who got around their disability to their dreams, from Julius Caesar (100-44 BC) to Jim Abbott (1967-). MEDIA: c

AFB Press. (1993). ***Directory Of Services For Blind And Visually Impaired Persons In The United States And Canada, 24th Edition.*** **New York: AFB Press.**
Offers an extensive and comprehensive listing of agencies and organizations with information about their backgrounds and services. Listings by state as well as nationally based organizations. MEDIA: b, c, lp

Attmore, M. (1990). ***Career Perspectives: Interviews With Blind And Visually Impaired Professionals.*** **New York: AFB Press.**
Tells the stories of 20 professionals who are blind or visually impaired and how they achieved success. Inspirational and practical advice can be gleaned from the accounts of those who were interviewed. MEDIA: b, c, lp

Bolles, R.N. (1981). ***The Three Boxes Of Life And How To Get Out Of Them.*** **Berkeley, CA: Ten Speed Press.**
This book looks at three traditional phases of life: school, career, and retirement. It gives perspective to each and provides helpful information on how to make the most of each. MEDIA: c (from Recording for the Blind and Dyslexic--see "Organizations and Services")

Bolles, R. N. (Updated annually). ***What Color Is Your Parachute?*** **Berkeley: Ten Speed Press.**
This book is a classic! It is easy to read and has clearly worded, step-by-step advice on how to identify your interests, skills, and values. It is an upbeat, useful reference for anyone looking for work. If you can find a 1989-90 copy in a used bookstore, there is a very good section written specifically about people with disabilities. Available in print at most new and used bookstores. MEDIA: b (from Recording for the Blind and Dyslexic--see "Organizations and Services"), c

Ellis, D. (1994). ***Becoming A Master Student,*** **7th edition. Rapid City, SD: Houghton Mifflin Company. Phone: 800-321-3106.**
This manual is a comprehensive guide for presenting effective student success courses. A student worktext and an instructor text are available, as well as numerous other materials. The manual offers, in a variety of approaches, a comprehensive scope of materials in areas such as notetaking, organization, writing skills, and relationships. MEDIA: c (from Recording for the Blind and Dyslexic--see "Organizations and Services")

Espinola, O. & Croft, D. (1991). *Solutions: Access Technology For People Who Are Blind.* Boston: National Braille Press.
Explains the in's and out's of technology in language that makes sense to non-technical types! Covers a full range of topics, including but not limited to, word processing applications, record management, speech access systems, braille access systems, and optical character recognition readers. MEDIA: b, c, d

Gottfredson, Gary D. & Holland, J., Ph.D. (annually). *Dictionary Of Holland Occupational Codes.* Psychological Assessment Resources, Inc.
A listing of nearly 13,000 jobs by the 3-letter Holland code. The DHOC also contains an alphabetical listing of jobs with their corresponding Holland codes. MEDIA: d

Kendrick, D. (1993). *Jobs To Be Proud Of.* New York: AFB Press. Includes interviews with twelve people who are blind or visually impaired regarding their jobs, none of which require a college degree. Provides an interesting and informative description of a variety of jobs. MEDIA: b, c, lp

Mcloughlin, C.S., Garner, J.B., Callahan, M. (Eds.). (1987). *Getting Employed, Staying Employed: Job Development And Training For Persons With Severe Handicaps.* Baltimore: Paul H. Brookes.
Investigates the processes involved in employing systems by which employment personnel can develop jobs in integrated settings, and methods for facilitating these opportunities for persons labeled "severely handicapped." MEDIA: c (from

Recording for the Blind and Dyslexic--see "Organizations and Services")

Myers, J.R. & Scott, E.W. (1989). *Getting Skilled, Getting Ahead.* Published by Peterson's Guides in cooperation with National Association of Trade and Technical Schools.
Helps young person plan a future, giving specific ideas for how to explore skilled & unskilled jobs, career schools, career profiles.

Rabby, R., & Croft, D. (1989). *Take Charge: A Strategic Guide For Blind Job Seekers.* Boston, MA: National Braille Press.
Covers the gamut of issues regarding the world of work, from an exploration of strategies for exploring possible careers to specific how-to's in self-assessment, resume preparation, job search, accommodations on the job, job keeping, and upward mobility. MEDIA: b, c, d

Stovall, Jim. (1994). *You Don't Have To Be Blind To See.* Nashville: Thomas Nelson. Phone: 800-251-4000.
Shows people how to overcome their own personal "blindness" and how to find and fulfill their destinies, regardless of their circumstances. ISBN 0-7852-7737-4 (print), ISBN 0-7852-7685-8 (audio). MEDIA: c

U.S. Department of Labor. (1991). *Dictionary Of Occupational Titles, 4th Edition.* Washington, DC: U.S. Government Printing Office.
This is the primary resource publication by the Department of Labor, listing succinctly over 20,000 jobs available in the US labor market. MEDIA: d

U.S. Department of Labor (1996). *Occupational Outlook Handbook*. U.S. Government Printing Office, Washington, D.C., 20402. Phone: 800-688-9889 to locate government bookstore in your area.
Published every other year. This Department of Labor publication provides detailed information on about 250 of the most popular jobs in the US labor market. MEDIA: c (available from the Owensboro Volunteer Recording Unit, Workforce Development Cabinet, Department for the Blind, 450 Griffith Avenue, Owensboro, KY 42301. Phone: 502-687-7825; 800-334-6936. Fax: 502-687-7914)

Visa, USA. *Choices & Decisions: Taking Charge Of Your Life.* Visa Fulfillment, P.O. Box 100, St. Cloud, MN, 56302, Phone: 800-235-3580.
Multi-MEDIA curriculum that helps high school students learn about financial planning, budgeting, and decision-making. And it's free!

Witt, M.A. (1992). *Job Strategies For People With Disabilities.* Princeton: Peterson's Guides.
There are some good self-assessment tools in this book, as well as a lot of information specific to people with disabilities who are job-hunting. There is a lot of information about the Americans with Disabilities Act and your rights under it as a job applicant/employee. MEDIA: c (from Recording for the Blind and Dyslexic--see "Organizations and Services")

***A Personal Touch.* (1994). Sally S. Mangold, Ph.D. The Hadley School for the Blind, 700 Elm St., P.O. Box 299, Winnetka, IL, 60093. Phone: 708-446-8111. Fax: 708-446-8153.**
This video introduces the viewer to the advantages of using braille for non-print readers. Blind and low vision people of all ages discuss the importance of braille in their lives. 29 minutes.

***Braille Literacy At Work.* (1994). Sally S. Mangold, Ph.D., Mary Ellen Pesavento, M.A.**
Available from Exceptional Teaching Aids (see "Sources for Aids and Appliances"). This video presents a number of workers who are blind as they discuss the way that braille assists them in performing their jobs. 28 minutes.

Focused...On Social Skills Development. Assessment Techniques-Children And Youth With Visual Disabilities. (1996). Available from Karen Wolffe, Ph.D. Phone: 888-FOCUS SW (362-8779) or from Sharon Sacks, Ph.D. Phone: 888-FOCUS NW (362-8769).
Explores the rationale for social skills assessment and details methodologies. Viewers have the opportunity to see the assessment process applied with children and youth with visual disabilities. 21 minutes.

Focused...On Social Skills Development. Importance And Need For Social Skills In The Lives Of People With Visual Disabilities. (1996). Available from Karen Wolffe, Ph.D. Phone: 888-FOCUS SW (362-8779) or from Sharon Sacks, Ph.D. Phone: 888-FOCUS NW (362-8769).
Introduces viewers to the importance of social skills for individuals with visual disabilities. Social skills development theories are briefly described. Numerous children and youth with visual disabilities demonstrate social competence. Three adults with visual impairments discuss their reliance on social skills to develop and maintain relationships and live satisfying lives. 26 minutes.

***Insight Series. Bridges To INDEPENDENCE. (1991).* Braille Institute of America, 741 N. Vermont Ave., Los Angeles, CA 90029. Phone: 213-663-1111, 800-BRAILLE (272-4553).**
This video provides information to visually impaired teens, their parents and the professionals who serve them on such topics as developing social skills, communication techniques, self-esteem, mainstreaming teens into group activities, independent living skills, and building a team in order to discover and experience everyday surroundings. 27 minutes.

***Insight Series. Work Sight.(1991).* Braille Institute of America, 741 N. Vermont Ave., Los Angeles, CA 90029. Phone: 213-663-1111, 800-BRAILLE (272-4553).**
This video looks at how employers and visually impaired job seekers can benefit from forming a partnership in the workplace. It also shows that being visually impaired does not have to be a

barrier to finding a job. Intended audience is teenagers. 27 minutes.

***Transition From A Summer Work Experience Program To Adulthood.* (1987). Oregon Commission for the Blind, 535 S.E. 12 Avenue, Portland, OR 97214. Phone: 503-731-3230.**
Profiles four visually impaired adults who were featured ten years earlier in a film, *On My Own,* documenting their participation in a summer work program. They are interviewed on this video, ten years later, discussing job skills, social skills, independent living skills, and the role of self-confidence in the workplace.
14 minutes.

RESOURCES
Sources For Aids And Appliances

This list contains selected national vendors--many states and provinces have local vendors, as well. Contact for catalog of products.

American Printing House for the Blind, P.O. Box 6085, 1839 Frankfort Avenue, Louisville, KY, 40206-0085. Phone: 502-895-2405; 800-223-1839. Fax: 502-899-2274.

Ann Morris Enterprises, Inc., 890 Farms Court, East Meadow, New York, 11554-5101. Phone: 516-292-9232. Fax: 516-564-9692.

Exceptional Teaching Aids, 20102 Woodbine Avenue, Castro Valley, CA, 94546. Phone: 800-549-6999.

Howe Press of Perkins School for the Blind, 175 North Beacon St., Watertown, MA 02172. Phone: 617-924-3490. Fax: 617-926-2027.

Independent Living Aids, Inc., 27 East Mall, Plainview, NY, 11803-4404. Phone: 516-752-8080; 800-537-2118. Fax: 516-752-3135.

Low Vision Products, 36-20 Northern Blvd., Long Island, NY, 11101. Phone: 800-829-0500.

LS & S Group, Inc., P.O. Box 673, Northbrook, IL, 60065. Phone: 800-468-4789. Fax: 847-498-1482.

Maxi-Aids, 42 Executive Boulevard, P.O. Box 3209, Farmingdale, NY, 11735. Phone: 516-752-0521; 800-522-6294. Fax: 516-752-0689.

Science Products, P.O. Box 888, Southeastern, PA 19399. Phone: 800-888-7400; 800-222-2148. Fax: 215-296-0488.

RESOURCES
Publishers

Contact for catalog of available publications.

AFB Press, 11 Penn Plaza, Suite 300, New York, NY 10001. Phone: 212-502-7650. Fax: 212-502-7774.

American Printing House for the Blind, Inc., 1839 Frankfort Ave., P.O. Box 6085, Louisville, KY 40206-0085. Phone: 502-895-2405; 800-223-1839. Fax: 502-899-2274.
E-mail: info@aph.org

Braille Institute Press, 741 N. Vermont Avenue, Los Angeles, CA 90029. Phone: 213-663-1111.

Paul H. Brookes Publishing Co., Box 10624, Baltimore, MD 21285-0624. Phone: 410-337-9580; 800-638-3775. Fax: 410-337-8539.

Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091. Phone: 703-620-3660; 800-232-7323. Fax: 703-264-9494.

Garrett Park Press, P.O. Box 190M, Garret Park, MD 20896. Phone: 301-946-2553.

JIST Works Inc., 720 N. Park Ave., Indianapolis, IN 46202-3431. Phone: 317-264-3720; 800-648-5478. Fax: 317-264-3709.

National Braille Press, 88 Saint Stephen St., Boston MA 02115. Phone: 617-266-6160. Fax: 617-437-0456.
E-mail: dcroft@world.std.com

Peterson's Guides, Box 2123, Princeton, NJ 08543-2123. Phone: 609-243-9111; 800-338-3282. Fax: 609-452-0966.

PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897. Phone: 512-451-3246. Fax: 512-451-8542.

Psychological Assessment Resources, Inc., P.O. Box 998, Odessa, FL 33556. Phone: 800-331-8378. Fax: 800-727-9329.

Ten Speed Press, Box 7123, Berkeley, CA 94707. Phone: 510-559-1600; 800-841-BOOK (2665). Fax: 510-524-1052.

U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 20402. Phone: 202-512-1800; 202-512-0000; 800-688-9889.

Braille Institute, 741 N. Vermont Avenue, Los Angeles, CA 90029. Phone: 213-663-1111; 800-BRAILLE (272-4553).

Jewish Braille Institute of America, 110 East 30th St., New York, NY 10016. Phone: 212-889-2525; 800-433-1531.

Library Reproduction Service, Microfilm Company of California, 1977 S. Los Angeles Street, Los Angeles, CA 90011. Phone: 213-749-2463; 800-255-5002.

National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513. Phone: 716-427-8260.

Recording for the Blind and Dyslexic (RFBD), 20 Roszel Rd., Princeton, NJ 08540. Phone: 609-452-0606; 800-221-4792. Fax: 609-987-8116.

Recording Services for the Visually Handicapped, P.O. Box 610, Falls Church, VA 22040. Phone: 703-533-7413. Check with RFBD first. If they cannot fulfill your request, contact this organization.

ABLEDATA	800-227-0216
American Council of the Blind	800-424-8666
American Foundation for the Blind	800-232-5463
American Printing House for the Blind	800-223-1839
AT&T Accessible Communications Center	800-233-1222
Council for Exceptional Children (membership)	800-845-6232
ERIC Clearinghouse on Adult, Career & Vocational Education	800-848-4815
Federal Student Financial Aid Information	800-433-3243
Higher Ed. and the Handicapped (HEATH) Resource Center	800-544-3284
Job Accommodation Network	800-526-7234
Job Opportunities for the Blind	800-638-7518
National Information Center for Children & Youth with Handicaps	800-695-0285

National Library Service for the Blind and Physically Handicapped	800-424-8567
National Rehabilitation Information Center	800-346-2742
Recording for the Blind and Dyslexic	800-221-4792
Social Security Administration	800-772-1213
US Dept. of Education Information Office	800-424-1616
Vocational Rehabilitation Hotline	800-222-5627
U.S. Equal Employment Opportunity Commission	800-669-3362

AMERICAN PRINTING HOUSE
FOR THE BLIND, INC.

P.O. Box 6085
Louisville, Kentucky 40206

Catalog No. 7-08200-00